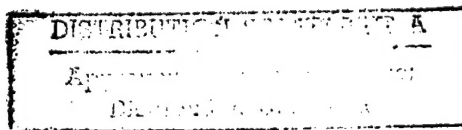




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MEDIA SELECTION IN THE AIR FORCE ENVIRONMENT:
HOW COMMUNICATIONS REQUIREMENTS INFLUENCE
EFFECTIVENESS AS AN OUTCOME OF MEDIA CHOICE

THESIS

David L. Hillman
Captain, USAF

AFIT/GIR/LAS/98S-4

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THESIS

Presented to the Faculty of the Graduate School of Logistics and Acquisition

Management of the Air Force Institute of Technology

Air University

Air Education and Training Command

In Partial Fulfillment of the Requirements for the

Degree of Master of Science in Information Resource Management

David L. Hillman, B.A.

Captain, USAF

September 1998

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Acknowledgements

Looking back on the work that I have done in the process of completing this thesis, I have many people to thank. I would first like to thank my thesis advisor, Maj Michael Morris, and my thesis reader, Lt Col James Van Scotter, for all their help as I have racked my brain trying to understand effectiveness as an outcome of media choice. They were incredibly generous with their time and taught me what it means to truly undertake research at the academic level. I would also like to thank my mom, step-mom, and dad for giving me those encouraging words at just the right time to keep me "plugging away" (as my dad always says) at both my thesis and school work. They always believed in me and it meant a lot (hopefully they'll be able to understand what the heck I'm trying to say in this thesis).

To Capt BrYan Hasty and 1Lt Brian Munoz, thank you for being true friends and comrades in arms. You guys were always there for me and gave unselfishly of your time so that I could be a better student and a better officer. I have to also thank all those who took my survey, both students and instructors. I know that it was probably the last thing many of you wanted to do, but your generosity and assistance helped me to obtain important results...and I know, I know, I still owe many of you for taking the survey...I'm good for it. Lastly, I couldn't end this acknowledgement without thanking the AFIT library staff for letting me in the library a few minutes early or letting me check out that "critical" piece of literature just before closing.

David L. Hillman

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Abstract

Over the past two decades, great interest has been given to the research of media choice within organizations. However, there is still confusion over which factors influence media choice. This study examined the effectiveness of five media under different conditions in an effort to better understand which factors impact media choice. Through the examination of several theories on communication and media choice, a theoretical model was created to determine if effectiveness is an outcome of media choice. To test the proposed model, a 54 scenario policy capturing instrument was developed and distributed.

Results from the study support the theory that effectiveness is an outcome of media choice. Further results indicated that effectiveness of a media choice depends on communications requirements. The original three-factor model consisting of Urgency, Complexity, and Familiarity provided a good fit for four of the five media, while revised models utilizing additional factors provided good fits for all five of the media. It is the researcher's belief that the revised models will be extremely useful in the continued study of the factors that influence an individual's choice of one media over another.

MEDIA SELECTION IN THE AIR FORCE ENVIRONMENT: HOW COMMUNICATIONS REQUIREMENTS INFLUENCE EFFECTIVENESS AS AN OUTCOME OF MEDIA CHOICE

I. Introduction

Despite all the hype and money spent on communications technology by organizations, we know very little about factors that influence managers to choose one media over another. It is clear that media have different characteristics, but the reasons why one media is selected over another have not been systematically examined, even though the consequences of choosing the wrong media can be devastating in some situations. For example, using voice mail to relay information concerning a severe weather warning could mean that many people might not get the evacuation notice and therefore risk being injured or killed. In the military arena, the selection of written documentation to notify fighter squadrons of the immediate need for air cover in support of ground troops could cause delays in the launch of those aircraft and heavy losses for the troops that those aircraft are meant to defend.

The choice of communications media is important for several reasons. The first is that communications requirements differ in their urgency. A supervisor's need to notify subordinates of the time and date for the company's annual Christmas party is much less urgent than a home owner's need to contact the fire department when their house is burning. Communications requirements also differ in their volume and complexity. Notifying the members of an organization that smoking is not permitted within the facility may take only two words, "no smoking;" on the other hand, the training manual

to educate those same employees on the organization's safety regulations may require 50-100 pages. In addition, the "no smoking" sign is much less complex for the employees to understand than the safety manual. Finally, communications requirements depend on the receiver's familiarity with the content of the communication. A technician with eight years of experience fixing computers may be able to understand new repair procedures by simply skimming the manual to identify changes; on the other hand, to be able to successfully understand those same updates, a brand new technician may need to read the entire manual and also need to communicate with a more experienced colleagues face-to-face in order to understand complex material.

Because communications media are not all equally effective in meeting communications requirements, the effectiveness of the media in meeting the specific communications requirements of the situation is a key outcome that should be examined when studying media selection. A media may be more or less effective, depending on its characteristics and the characteristics of the communications requirements. Some requirements are so urgent that they require immediate communication. Others are so complex that they require that a great deal of information be transmitted and received. Because of the amount of money that is invested in communications media and the severity of the consequences of not knowing which media will be the most effective in communicating the message, it is very important to understand how the characteristics of the communications requirements impact the effectiveness of media choices. Studies conducted by Valacich, et al. (1993, 1994), and Dennis and Valacich (1995) point out that there is still a great deal of confusion over what influences communication effectiveness. While some research seems to oversimplify the characteristics of

communications requirements, it would appear that there is still more investigation needed to fully understand these characteristics.

Researchers have tried to understand how managers combine information about communication requirements and media capabilities in deciding which media to use. These researchers have proposed two models to explain media choice. Media Richness Theory (MRT) holds that decisions about media use are influenced by two factors. The first is “uncertainty,” which is defined as the extent to which needed information is not available. The second is “equivocality,” which is defined as the extent to which the situation is ambiguous, or the extent to which multiple and conflicting interpretations exist (Daft and Lengel, 1987: 357). MRT researchers argue that communication media vary in their richness, or ability to accommodate uncertainty and equivocality. These researchers define richness as the ability of information to change understanding within a time interval (Daft and Lengel, 1986: 560). A more useful definition of media richness might be the potential information carrying capacity of a medium (Jones, et al., 1994: 49). Media high in richness should be used when the communications process has a great deal of equivocality, while media low in richness would be better utilized when there is uncertainty in the communications process (Daft and Lengel, 1987: 358).

The results of the MRT studies have not been very persuasive. One reason may be that MRT has taken a prescriptive approach. Because of this, effectiveness is judged as a dichotomous variable and is based on the researcher’s interpretation of the situation. At the same time, MRT’s use of yes/no scoring gives no way of telling when there is a problem with the theory. Instead, people in real jobs and situations would probably be better able to judge effectiveness. Also, MRT’s definition of richness and the techniques

that it uses to measure richness have also been called into question by researchers who have challenged its key concepts, including the definitions of the richness continuum, equivocality, and uncertainty (D'Ambra and Rice, 1994; Sitkin, et al., 1992). Many of these criticisms center around such MRT assumptions as the uni-dimensionality of richness and MRT's difficulty in dealing with the new technologies of e-mail and voice mail. This difficulty in dealing with these new technologies may stem from MRT's implied assumption that media on the richness continuum are equidistant from each other. Research has shown that newer media do not act like the traditional media that were first placed on the richness continuum, often the newer media cluster together further toward the leaner end of the continuum than would logically make sense. Webster and Trevino (1995), Fulk, et al. (1991 and 1995), and Markus (1994) point to the need for a redefined MRT model, one that will not only be flexible enough to integrate current and future technology, but also ensure that all the proper dimensions that influence media selection are included.

As well, the general focus by many MRT researchers on the efficiency of the media, rather than its effectiveness, seems to be misplaced. The reason the focus should shift from efficiency to effectiveness is because efficiency is tied to the cost of the hardware. But the hardware costs should be considered a sunk cost, since once the system is purchased, those costs no longer have an influence on whether the communication of the message is successful or not. Instead, it is the choice of which media will be the most effective in communicating the message, having considered the communication requirements, which becomes influential. Finally, the differing opinions among researchers such as Daft and Lengel, Fulk, and Markus concerning

communications media and how they should be measured and used indicates that there is still a great deal of inconsistency among those researching within the field of MRT.

The second model relevant to media selection, which has certain advantages over MRT when examining media selection, is Communications Theory. Communications Theory (CT) views effective choices of communications media as a result of the match between media abilities and characteristics, which are multi-dimensional, and the message or communication requirements. In this way, given the situation and the media selected, there are trade-offs between different factors such as speed, volume, and encoding which make-up the capacity of the medium. When communications media lack the necessary speed, capacity, or ability to encode/decode the information, the receiver may not be able to perform safely or effectively. Depending on the situation, there is a need to ensure that the media chosen will create the proper balance between these factors. At the same time, though, it must be understood that exceeding the requirements for the necessary speed, capacity, and encoding will not necessarily increase effectiveness. CT's ability to connect the capacity of the communications media to the urgency, complexity, and familiarity of the communications requirements allows it to avoid the problem of exceeding the requirements. Although MRT's attempts to relate equivocality to the capacity of a media through its richness are somewhat successful, the relationship between richness and uncertainty specified by MRT is not totally compatible with the concept of capability.

Therefore, there is the need for a new approach to examining media selection. This approach should not overlook the important findings that have come out of MRT research. But as has been indicated, MRT is not a complete solution. This is where CT,

through its consideration of the trade-offs among differing factors, can complete this new approach and enable us to address the question of media choice more directly. Although CT has been overlooked by many in the field of media choice research, because it tries to match the capacity of the communication media with the speed, volume, and encoding of the communication requirements, CT shows great promise in the creation of a more effective model of media choice than that proposed by MRT. The creation of that new approach is the motivation for this study.

The goal of this study is to understand how managers weight characteristics in judging the effectiveness of different media. Policy capturing provides one way to model the trade-offs people make when evaluating complex situations, by examining their decisions and identifying the importance each individual places on different factors as they are making a decision on overall ratings (Slovic and Lichtenstein: 1971, Hobson and Gibson: 1983, Borman: 1991). This measurement tool will enable the researcher to examine the effectiveness of different media as a linear combination of predictors. This study will use policy capturing to determine how managers weight complexity, urgency, and the receiver's familiarity with the subject in evaluating the effectiveness of media choices in realistic organizational settings. An attempt will be made to determine if these dimensions can be utilized as predictors for the selection of the most effective media, and thereby, how these choices influence the effectiveness of media and the resulting media choices. For if values are able to be placed on the factors that influence effectiveness, reliable predictions will be able to be made on media choice. In this way, the results of the study should support the theory that communication effectiveness is an outcome of

media choice and that the effectiveness of a media choice depends on communication requirements.

II. Literature Review

As researchers have attempted to determine how best to predict the best media choice for the particular situation, they have often looked to the communications requirements of a situation in an attempt to help them in their study. However, within the field of Organizational Communications, there is still a great deal of difficulty in finding a theory which will satisfactorily describe media choice. One reason for this appears to be the fact that few researchers have attempted to link the communications requirements to the effectiveness of the media, even though a media can be more or less effective depending on these communications requirements. However, there is the possibility of improving one's understanding of media choice, if one can grasp the best aspects of the diverse theoretical perspectives offered by Media Richness Theory (MRT), Communications Theory (CT), and Social Influence Theory (SI).

In order to better understand the dynamics of differing theoretical perspectives on the topic of media choice, this chapter first examines several theories that are important when examining what motivates individuals to select one media over another. Since it is presently one of the more popular theories at this time in the field of media choice, MRT will be examined first, focusing primarily on the research by Daft, Lengel, and Trevino. CT's investigation of speed, volume, and encoding will then be examined in detail to gain a better understanding of how it shows the trade-offs between factors. To further support the importance of trade-offs and multi-dimensionality of media choice, Social Influence Theory's examination of environmental factors will also be investigated. Finally, the present research into effectiveness of different media will be considered. Having

researched the background of media selection, a new model for media choice and the factors that will make it up, and the tools used to test it can then be discussed.

Traditional Media Richness Theory

Media Richness Theory has been a focal point of communications research since the mid 1980's (Daft and Lengel, 1984). During this period the concept of "richness" was first introduced and defined as the potential information-carrying capacity of data. Researchers evaluated different communication media including; face-to-face conversation, telephone conversation, and written documents and placed them on a continuum ranging from highest information richness (face-to-face) to lowest information richness (written documents). The idea of media richness is important because organizations need to find a way to reduce equivocality to acceptable levels, and that information is needed to interpret the external environment and coordinate internal activities (Daft and Lengel, 1984).

Daft and Lengel examined the way technology, interdepartmental design, and environmental factors and the characteristics of communication media structure varied. They concluded the communication methods depended on: 1) the type of technology used, 2) the interdepartmental design the manager was working in, and 3) the organization's relationship with its environment (Daft and Lengel, 1986: 568). They concluded that the major problem facing managers in the area of processing information was not a lack of data, but a lack of clarity (Daft and Lengel, 1986: 569).

Daft, et al. (1987), examined manager's choices of communication media in different situations. They suggested that the processing of information by a manager will be characterized by a positive relationship between media richness and equivocality; that

managers will select oral media for highly equivocal communications and written communications for responses low in equivocality; and finally, that managers who are sensitive to the relationship between equivocality and media richness are more likely to be rated as high performers (Daft, et al., 1987: 359-360).

Daft, et al., (1987: 364) pointed out that organizations have a mix of information requirements. Very well-defined issues coexist with the very ambiguous communication situations. They argued that high performance managers would know the difference and use face-to-face communications when the need for richness was high and written communication would be best utilized for routine communication (Daft, et al., 1987: 355). Daft, et al., conclude that organizational communication requirements varied and suggested the application of the right medium to the situation was the key to successfully communicating the information between sender and receiver (Daft, et al., 1987: 364).

Trevino, Daft, and Lengel (1987) expanded MRT and proposed three factors that they felt influenced manager's choice of one communication media over another. These three factors were (Adams, 1996: 5; Harrison, 1997: 6):

1. The ambiguity of the message **content** and the richness of the communication medium.
2. The **symbolic** cues provided by the medium.
3. The **situational** determinants such as time and distance.

Content Factors. In considering media choice, MRT noted that the interpretation of the message would depend heavily on the content of the message (Trevino, et al., 1987). When the content was ambiguous, the receiver would often need to communicate with the sender to receive clarification or additional explanation. On the other hand,

unambiguous information would require fewer cues, since a consensus on the meaning of the information already existed. Under MRT then, the level of ambiguity would influence the manager's choice of media. For very ambiguous information, the manager would be motivated to choose a richer media such as face-to-face communication, or possibly the telephone. Whereas with unambiguous information, they would be more likely to choose written documentation or e-mail, since these types of communication media were sufficient (Trevino, et al., 1987: 557).

Managers would be motivated to choose the media based on the ambiguity of the information, since for effective communication to take place, the richness of the media should match the level of the message's ambiguity (Daft, et al., 1987: 359). Further, the highest performing managers would be those who were the most skilled at matching the ambiguity of the information with the most appropriate media (Daft, et al., 1987: 355; Trevino, et al., 1987: 558; Adams, 1996; Harrison, 1997).

They proposed that media richness depended, in part, on whether the media gave the sender and receiver instant feedback, whether the media utilized multiple cues, and whether the media used natural language to convey natural subtleties. Face-to-face would be the richest medium since it encompassed all three of the areas and therefore could decrease ambiguity more quickly. Telephone was less rich, since it utilized two of the areas, instant feedback and natural language, but was very weak when it came to multiple cues. While written documentation was the least rich, since although it used natural language, it was very limited in the cues that it produced and very slow in the feedback it could provide to the communicators (Daft, et al., 1987; Trevino, et al., 1987; Webster and Trevino, 1995: 1546). Researchers have suggested that e-mail and other

electronic media were less rich than telephone communication but more rich than written documentation (Trevino, et al., 1987: 557). Other researchers, such as Markus (1994) disagree. They have pointed out that even leaner media, such as e-mail, can be used at times when traditional MRT would only recommend rich media. Figure 1 identifies where each media falls in level of richness.

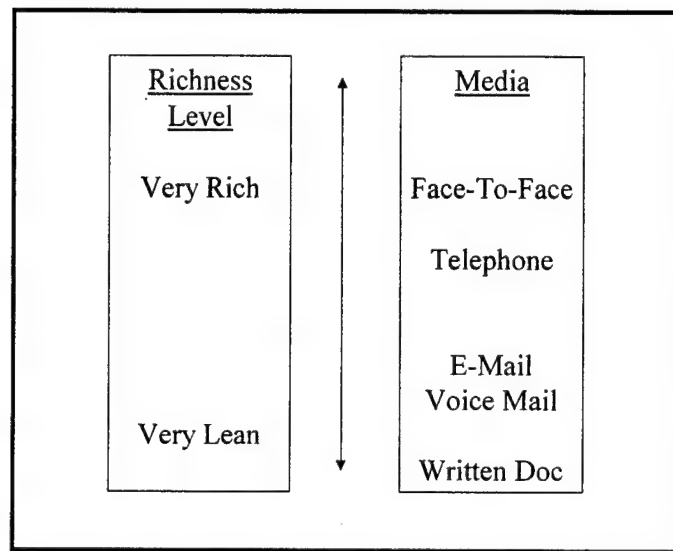


Figure 1. Richness Continuum (Adams, 1996: 8)

Symbolic Factors. Daft, et al., also proposed that managers' selection of media was influenced by the impression they wanted the receiver to take from their choice. They argued that managerial communication behavior often represented ritualistic responses to needs to appear competent, intelligent, legitimate, and rational, several examples were given of why managers would act in this way (Trevino, et al., 1987: 558). One reason might be to appear more caring and considerate, such as in the case of a subordinate who was just promoted or given a raise. In this case, the supervisor might prefer to congratulate the subordinate face-to-face, rather than via e-mail, so as to show

the subordinate that the supervisor is taking a direct interest in their accomplishment. Another might be for the manager to use some form of electronic media, such as teleconferencing or computer conferencing, to give a more high-tech and glamorous image to the manager. A final example might be the manager who uses written documentation to symbolize their authority over those receiving the document (Adams, 1996; Harrison, 1997). With all these examples, the manager or supervisor is choosing the medium to provide a symbolic meaning that transcends the actual message itself, since the media is now carrying a meaning beyond the content of the information within the message (Trevino, et al., 1987: 559; Webster and Trevino, 1995: 1549).

Situational Factors. MRT realized that there are certain situational factors which might constrain the members of the organization and limit their media choice. These factors could include distance, expediency, structure, role expectations, and time pressures (Trevino, et al., 1987: 559; Adams, 1996; Harrison, 1997). Examples of these factors might include two different offices within the same overall organization which are geographically separated. Although it might be most appealing for the members of both offices to meet face-to-face, because of the expense and impracticality of doing so, the telephone or e-mail might be the most appropriate media (Webster and Trevino, 1995: 1547). With organizations becoming more geographically diverse and today's work environment being conducted under ever increasing time pressures, researchers within the MRT field focused on two variables, geographic distance and job pressure, when considering situational factors (Adams, 1996; Harrison, 1997). MRT researchers believed these two variables significantly influence media choice. It is interesting that

Daft, Lengel, and Trevino note the increasing importance of e-mail as distance is increased, even if the task is highly equivocal (Trevino, et al., 1987: 559).

Unfortunately, the new off-shoot of MRT theory, which examined the increasing importance of e-mail as distance increased, was still overshadowed by the overpowering influence of equivocality. The idea that there might be more than simply the reduction of equivocality is discussed in works by those such as Russ, et al., (1990), Saunders and Jones (1990), and Straus and McGrath (1994: 95), when these researchers discuss different types of media within the organization and each is more or less appropriate at different points in the decision-making process. However, these works were still heavily influenced by equivocality and the idea that rich media, such as face-to-face, should be used for highly equivocal communication, while less rich media, such as written documentation, should be used for clear, objective communication, and that this relationship was strongest among high level, high performing managers.

Recent Concerns and Criticisms of MRT

Although there have been few, if any, articles which flatly deny that MRT has value as a useful tool in the prediction and investigation of media choice and selection, there have been a substantial number of writings that extend the traditional framework of MRT. There are several reasons given for the expansion of the original MRT structure. The first is the concern of some researchers is MRT's use of the term "richness." Reviewing MRT, Rice (1992) concludes his investigation by stating that he agrees with Daft and Lengel's most general recommendation to evaluate new communication technology as one of many in a spectrum, but does not find solid support for their recommendations to send non-routine, difficult communications through a rich medium

(preferably face-to-face) and to send routine, simple communications through a lean medium. For Rice, there must first be an understanding of the advantages and disadvantages of each communication channel, how each media might increase or reduce constraints on communication, and how each medium's effectiveness is contingent on a wide variety of factors (Rice, 92: 497). D'Ambra and Rice (1994) found that there were other aspects than simply media richness that appeared to play a role in organizational member's selection of media. One major concern for the researchers was the fact that there had been no known reliability or dimensionality tests for either task equivocality or media richness (D'Ambra and Rice, 1994).

Dennis and Valacich (1995) found that face-to-face communication may not always be the "richest" or "best" medium for communication. Instead, they stated that the "richest" or "best" medium or set of media depended upon which of five capabilities (immediacy of feedback, concurrency, symbol variety, persistence, and rehearsability) are most important for a given communication situation (Dennis and Valacich, 1995: 27). Given these ideas, no one media is necessarily the "richest" for two reasons. The first is that different media can be configured to have more or less of these capabilities depending on the actual implementation of the media; and second, the relative importance of the capabilities may change depending on the situation. This means that you must match the capabilities found within the media to the needs of the fundamental communications process, and not aggregate task outcomes as MRT would (Dennis and Valacich, 1995: 17).

El-Shinnawy and Markus (1997) felt that the ability of MRT to account for choice among new media for resolving equivocality and the reduction of uncertainty was largely

untested. From their research, they concluded that the concept of media richness was too poor to explain the richness of people's media use behavior (El-Shinnawy and Markus, 1997). El-Shinnawy and Markus believed that when new media were examined in how much they diverged from the ideal of richness, the unique capabilities of the new media tended to be overlooked, and therefore were judged to be deficient. Because none of the examinations employed the theoretical framework of MRT, the ability of MRT to account for choice among the new media for resolving equivocality or reducing uncertainty was largely untested (El-Shinnawy and Markus, 1997). All this led to the conclusion that MRT was not useful when applied to new media and that researchers should look for another theory to analyze new media choice (El-Shinnawy and Markus, 1997).

Although some MRT researchers believe that new media, such as electronic mail and voice mail, are not very rich and not that useful for equivocality resolution on their own, they have found such media effective in uncertainty and equivocality settings when used as a complimentary medium. These insights have lead to some researchers believing that the new media's attributes indicate the need to reexamine their place on the richness continuum (Kydd and Ferry, 1991). By influencing the user's perceptions of the media's effectiveness without lower the social presence of the media, Kydd and Ferry were able to change the richness grade of one media used to augment another, thereby changing the new media's place on the traditional richness continuum.

Rice and Shook (1990) have gone so far as to state that we may not even be able to judge new media at all, based on old media. Therefore, we should not evaluate new media simply as substitutes for traditional media with low social presence, since new

media could fit into and extend current patterns of media use (Rice and Shook, 1990). One possible explanation for this being that while the traditional media are roughly equidistant along the scale, the new media tend to cluster together on the traditional richness continuum, thereby biasing their true capabilities (Rice, 1993). The importance of Rice and Shook's theory is that it indicates the present MRT continuum and its definition of richness are not satisfactory in determining if the effectiveness of a media depends on the communication requirements, since these requirements may actually be multi-dimensional, rather than uni-dimensional.

The overall measurability of MRT has also been criticized by some within the field. Fulk and Boyd (1991), while examining several theories which included MRT, state that within the research field of organizational communications there has been no sense of coherence. The researchers feel that there is a vacuum at the center of organizational communication research, so that "rather than struggle to organize from the periphery, [the focus should be] on building the theoretical core" (Fulk and Boyd, 1991: 438). Valacich, et al., (1993) support MRT's inclusion in Fulk and Boyd's criticism. While examining media choice, they state that MRT's predictive power has been criticized due to conceptual limitations (Valacich, et al., 1993: 1).

The concerns with MRT's conclusions seem to have originated with the advent of newer technologies such as e-mail and voice mail. The reason for this may have been due to MRT's difficulty with varying the degree of influence its factors have on the media depending on the situation's communications requirements. One reason for this could be that the newer media complicate the issue of what environment these media should be used in due to their expanded capabilities (that line of research, however, is beyond the

scope of this study). Therefore, it is necessary to examine another theory, Communication Theory, to see if it can be successfully used to determine whether communication effectiveness is an outcome of media choice and if the effectiveness of a media choice depends on the communications requirements.

Communication Theory

An alternative to MRT is the field of research known as Communication Theory (CT). Grounded in the hard sciences, such as engineering, CT looks at the impact of such factors as bandwidth, channel capacity, and coding, on the communication of information from sender to receiver (Figure 2). When examining these factors, it can be seen that the relationship among them is very important.

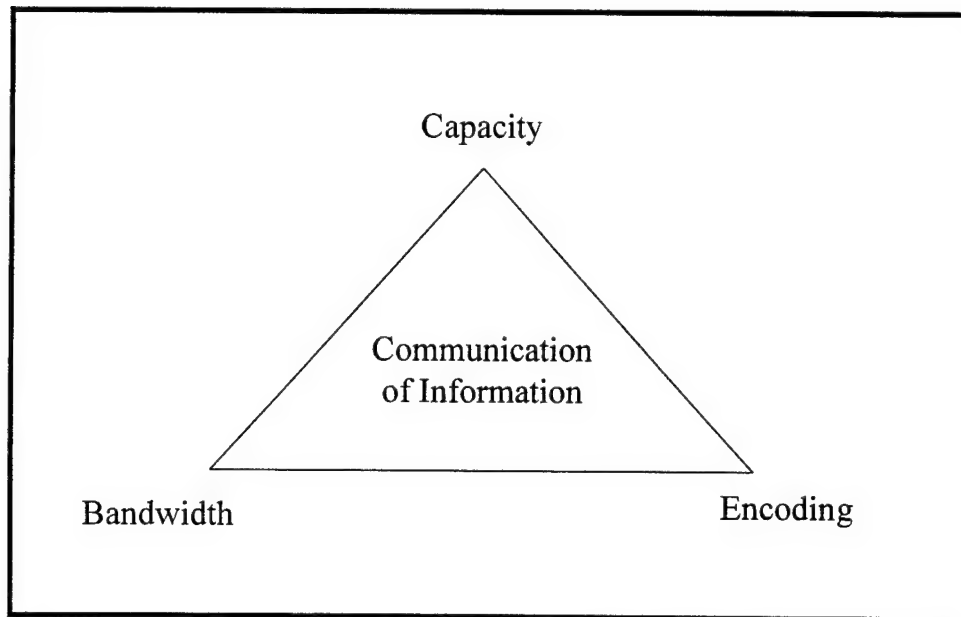


Figure 2. Relationship Between Factors in Communication of Information

Communications theory defines channel capacity, denoted by a "C," as the supremum of reliable transmission rates (the maximum of all the reliable transmission

rates), or more simply put, the ability of the channel to handle information (Goldie and Pinch, 1991: 88; McMullen, 1968: 250). In this way, when considering the transfer of information from the sender (or source, as it is defined in CT) to receiver, the signal-to-noise ratio S/N (noise defined as that factor causing the information-carrying signal itself to be irregular, uncertain, and unpredictable) and the system bandwidth “B,” which is the range of frequencies available, are limiting factors in the transmission of the information (Figure 3). Therefore, C increases as S/N and/or B is increased. In this way, the sender can, within limits, trade S/N for B and visa versa, holding C constant (McMullen, 1968: 250-251). Further, if the information rate “ H ” of the source does not exceed C , then there is a number “ r ” such that $H \leq r \leq C$, and r is both a reliable encoding rate and a reliable transmission rate. Thus, if $H \leq C$, then you can encode and transmit the source output reliably (Goldie and Pinch, 1991: 88).

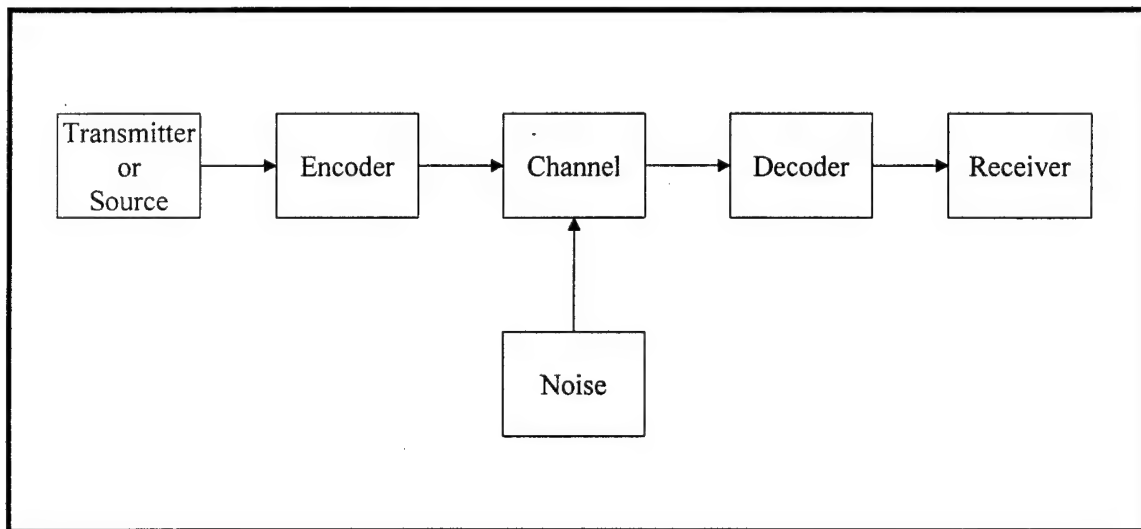


Figure 3. Communication System (McMullen, 1968: 251)

Fundamental to CT research and message transmission theory in general is the work of Shannon and Weaver (late 1940's). Oriented toward the engineering aspects of communication, Shannon and Weaver utilized the elements of signal, noise, transmitting and receiving devices, channel, and coding. Their work dealt with the carriers of information, the symbols, and not with the information itself, dealing with communication and the means of communication, rather than the product of the communication – the information (Abramson, 1963: 2). Their theories conceived of the channel as either a technological or a natural medium. This is particularly evident in how Weaver applies the theory to not only technologically mediated communication, but also typical situations of human face-to-face communication (Leiss, 1994: 129). Leiss states that his research shows that message transmission theory is capable of accommodating an approach that gives full recognition to social institutions and their operative capacities. Therefore, one can overlay institutional analysis (which looks at such elements as power and control, manipulation, and equity) on the message transmission model (Leiss, 1994: 131).

CT is no longer bounded within the fields of the engineering sciences. Current researchers working in such fields as Management Science and Organizational Communication, are integrating aspects of CT when examining such topics as the impact of Group Decision Support Systems (GDSS) and group dynamics. An excellent example of this merging of the fields is the work of Poole, et al., in the area of GDSS and group research. Several of the authors' pieces refer to and use CT terms such as "channel" and "coding" (Poole, et al., 1991: 951; Poole and DeSanctis, 1992: 43-44; Poole, et al., 1993: 191, 208-209).

Even within the original writings and research of Shannon and Weaver can be found some of the roots of MRT. Within Shannon's first theorem, a quality similar to entropy is used as a yardstick to measure the results of transmitting information through a channel. This quality is actually equivocation, better known as equivocality in MRT research (Abramson, 1963: 148). Further, there is a close connection between CT, which utilizes terms such as channel capacity and coding, and general MRT and Organizational Communication research. In both cases, study is made of not only the transmission of the message from the sender to the receiver and the success or failure of the message being received and understood, but also the capabilities of the media that is used to transmit the information.

Thus, Communications Theory is important to the study of media choice because it considers trade-offs between speed, bandwidth/volume, and encoding. If one has more speed, then they will not need as much bandwidth. Similarly, as we move from a uni-dimensional to a multi-dimensional concept of MRT and media choice, we too will have to consider the trade-off among the dimensions of content, situational, symbolic (in this study, represented by Complexity, Urgency, and Familiarity), and other dimensions that present MRT research may have overlooked. The theories and concepts of CT therefore can be used as a framework for our revisions of MRT, a skeleton of the new foundation that future research can build off of.

Support for Communication Theory

Multi-Dimensionality. One concern within the present study is that the dimensions which MRT has chosen – content, situational, and symbolic (represented in this study by Complexity, Urgency, and Familiarity) – overlap with each other. Because

the MRT richness continuum is uni-dimensional it implies that the media are equidistant from each other. However, some recent organizational communication research has pointed to the possibility that MRT research should actually be thought of in multi-dimensional terms. This re-alignment of the factors which influence media choice would lend support to some of the issues that CT brings up concerning media choice and communications requirements.

Researching along similar lines as Fulk and Boyd, Sitkin, et al. (1992), went beyond previous research which examined the capacity of media to convey and manifest meaning as isolated elements. The researchers found that a media's use is influenced by multiple characteristics, which include the task to be undertaken, the individual who will be utilizing the media, the organization's capability constraints, and certain normative factors. From these conclusions, Sitkin, et al., proposed a framework that would permit both the simultaneous examination of the various facets of a medium that are concurrently influential within the organizational setting and the systematic analysis of those factors by integrating the characteristics listed above, as well as the data and symbol carrying capacity of a medium (Sitkin, et al., 1992).

Because new media include new capabilities, D'Ambra and Rice (1994) found it is very difficult to compare them uni-dimensionally to more traditional media. Through multidimensional scaling results, other aspects in addition to media richness, were found that influenced the selection of media. Symbolic value and situational constraints were just two examples of why the use and evaluation of new media did not follow the predictions of media richness created for traditional media (D'Ambra and Rice, 1994).

This would lend support to the theory that MRT oversimplified media choice by looking only at equivocality and uncertainty.

In one of their thirteen postulates concerning the impact of computer-based systems on the communications process, Huseman and Miles state that, “the most successful managers in the information age will be those managers who can most effectively blend the concepts of ‘high tech’ and ‘high touch’ in their management style” (Huseman and Miles, 1988: 202), thereby indicating that the effective communications choice will be heavily dependent on a multitude of factors brought out by the situation.

Social and Group Influence(s). Recently one area of investigation has proven to be quite influential as a theory of media selection that has diverted from MRT and may account for some of the factors that support the multi-dimensionality of and situational influence on MRT. Social influence theory does not just focus on the media as influencing selection, instead it looks at the variations in social forces such as work group norms and co-worker and supervisor attitudes and behaviors (Webster and Trevino, 1995; Schmitz and Fulk, 1991). In this way, its examination of the multiple factors which might influence media choice lends itself to CT because the blending of speed, volume, and encoding which make-up the capacity of a communications media within CT is heavily influenced by the social environment and the condition of the situation.

Hiltz and Johnson (1990) point out that the process of implementing computer-mediated communication systems into the work area must be viewed as a “socio-technical” system. Therefore, the characteristics of the users and the social context must both be considered since they both will have a strong influence on acceptance and use. In this way, one must pay attention to the “fit” between a particular group, their task, and

the computer-mediated communication system (Hiltz and Johnson, 1990). Here we see that it is not solely the characteristics of the media that determine choice, but an integration of many influences from the environment.

Markus recommended from her findings that future research be directed more toward the collective, rather than the individual, character of media use, as well as moving toward the social construction, as opposed to the individual perception, of media characteristics (Markus, 1994: 523). As Markus states, "because the use of media requires people to act together, it is sensible for media users to consider how others will act, rather than choosing alone, and to make their communication practices conform to those of others. Emphasis on the social definition of media characteristics in no way requires us to abandon belief in the importance of the material characteristics of media in constraining some behaviors and enabling others, although it cautions us not to assume that the constraints will be binding or that the capabilities will be used" (Markus, 1994: 523). For Markus, it is not the media that determines communications patterns and choices, but rather the social processes surrounding media use (Markus, 1994: 502). This view is supported by Webster and Trevino (1995), who found that managers should understand the importance of social influences on media use.

The work of those such as Fulk (1993) and Fulk, et al. (1995), have provided support for the premises of Social Influence Theory and social influences as significant explanatory variables. Rice and Tyler (1995) have also predicted that the prevalence of factors such as decentralization, outsourcing, collaboration, and globalization would influence the selection of certain new technologies, such as voice mail. Comparing both computer-mediated and face-to-face communication, Weisband, et al. (1995), found that

new technologies provide design choices for social interaction and a realization that understanding the behavioral impacts of those choices is needed to guide the design of systems in the proper direction. In a similar vein, Rice, et al. (1994) looking at how an individuals' reactions and thinking influence media choice and acceptance, in this case new media, examined such issues as time, critical mass, task requirements, and peer influence and found that these factors will interact to "institutionalize" patterns of usage for new media.

In several articles, it is not the media itself, but the interaction between the media and the users that determine the selection of one media over another. Lee (1994) diverges from MRT by theorizing that electronic mail in itself is not rich or lean, but rather, that when richness or leanness occurs it is a property of the interaction of electronic mail with its organizational context (Lee, 1994: 155). Lee recommends that researchers investigating alternatives to information richness theory consider the matter of subjective understanding -- how users understand themselves, their own use of the medium, and their organizational context (Lee, 1994: 155). Continuing the idea of the user's influence, there has been further investigation into the theory that when examining richness, one needs to look at the people and not just the technology (Ngwenyama and Lee, 1997). People are more than passive receptacles, since when they communicate they perform social acts which are enacting existing communication while at the same time creating new relationships with each other as they communicate (Ngwenyama and Lee, 1997).

Effectiveness

While it is obvious from the review of current literature that there is a multitude of research presently being undertaken in the area of organizational communication and MRT, it is interesting to note how little research is specifically directed at the issue of the effectiveness of different media. There are only a few studies that mentioned the topic at all. Among these were research studies published by Webster and Trevino (1995), in which the question of communication effectiveness was linked to managerial performance, Rice (1992) who concluded that the effectiveness of communication channels is contingent on a wide variety of factors, and Poole and DeSanctis (1992: 30), who examined computer-supported group decision making.

Huber takes a general view of how advanced information technology can benefit the organization. Within the thirteen propositions that Huber lays out, those focusing on decision making relate directly to communication effectiveness. Touching on mistaken impressions, Huber mentions that one mistake is to believe that traditional technologies, such as the telephone, "often score higher with respect to acceptability, ease of use, and richness" (Huber, 1990: 50). Huber disagrees with this assumption, since although computer-assisted technologies provide fewer cues than does face-to-face communication, the manager will usually choose the communication medium that fits the communication task and is most effective, not necessarily the richest as traditional MRT would predict. Huber goes on to state, "the issue is not one of the technologies driving out the use of richer media, but rather of the technologies enabling communications that otherwise would be unlikely to occur" (Huber, 1990: 53).

One exception to this lack of consideration of effectiveness, however, is the studies conducted by Valacich and colleagues. Examining the computer-based tool of Electronic Brainstorming (EB), Valacich, et al., examined the effectiveness of the new technology, and why such effectiveness occurs, through three different experiments (Valacich, et al., 1994: 450). Although the study found that the EB was more effective for numerically large but logically small groups, what is most interesting is how the research on effectiveness expanded in later studies (Valacich, et al., 1994: 464). In two other studies, the examination of effectiveness highlights certain shortcomings of MRT. The studies point out that while effectiveness is considered in more traditional MRT research, the primary focus is on assessing the perceptions of media effectiveness, rather than on objective assessments of media use on task performance. Because of this shift in focus, managers' choices of media are sometimes different from what traditional MRT would predict (Valacich, et al., 1993: 3). Therefore, we are still left with the question of what are the effects of media use on performance (Valacich, et al., 1993: 3). In a recent work, Dennis and Valacich (1995) examined communication effectiveness through a new theory called Media Synchronicity Theory (MST). Under MST, communication effectiveness is influenced by matching the media capabilities to the needs of the fundamental communicating process, rather than the tasks themselves, as would be proposed by MRT (Dennis and Valacich, 1995: 2).

Three Factor Model

To determine if the effectiveness of a media choice depends on communications requirements, communications effectiveness being an outcome of media choice, this study will start with a three factor model. However, the following factors will be used in

place of those used in the MRT model in Figure 4. Content will be represented by Complexity, Situational will be represented by Urgency, and Symbolic will be represented by Familiarity. Additionally, the proposed model will use the beta weights from regression equations to determine the effectiveness of each media, rather than the actual choice of the media, as is represented in Figure 4.

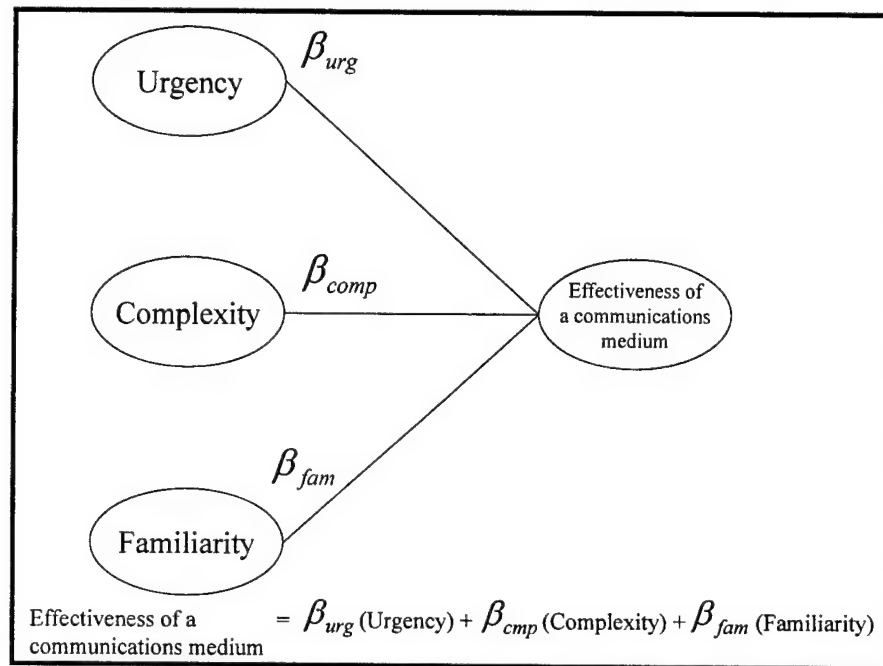


Figure 4. Proposed Model for Effectiveness of a Communications Medium

Additional Factors

In an effort to determine whether multi-dimensionality, the influence of the concepts brought out in CT and environmental aspects from Social Influence Theory, would have any impact on the model, other factors will be integrated into the proposed model to determine if the richness continuum truly is uni-dimensional, or if it is multi-dimensional, as CT and Social Influence Theory would indicate. Although not specifically prescribed by any past research, these additional factors help to highlight

environmental and social factors that have been considered important in such recent research as Social Influence Theory. Work by researchers such as Hiltz and Johnson (1990), Straus and McGrath (1994), Webster and Trevino (1995), and Markus (1994) point to the need for a closer examination of factors such as the damaging consequences of choosing the incorrect media. The need to examine other factors is additionally supported by the research of Fulk and Boyd (1991), Rice (1992), El-Shinnawy and Markus (1997), and others, who raise serious concerns with the basic MRT' model's ability to correctly predict media choice given its present structure. Unfortunately, even the researchers just mentioned have not specifically indicated which additional factors should be examined.

Additional factors which may be important include the following: 1) the position of the receiver within the organization. Weisband, et al., (1995) and Rice, et al., (1994) both examine the importance of the organizational members' position in the organization. Looking at the differences in status, Weisband, et al., suggest that the differences between the high-status and low-status members which might emerge, could be a function of the group's communication modality (1995: 1130). Rice, et al., in their examination of critical mass' effect on the use of new communication media looked at the social aspects that might influence media choice, including group generated social norms (1994: 287). 2) the physical distance between the sender and receiver. Rice and Tyler (1995: 339) discussed the influence of distance on the use of voice mail, stating that the greatest influence on the use of voice mail was the need for an individual to work with other people who are at other locations. 3) the amount of information to be communicated. Consideration of the influence the amount of information communicated

has on media choice is supported by CT and its concepts of volume and bandwidth. Additional support can be found in studies conducted by researchers such as Weisband, et al., (1995), who also utilize such CT concepts as bandwidth in their studies. 4) the importance of the information being communicated. The use of the importance of the information being communicated as a factor was motivated by researchers such as Sitkin, et al., (1992), who noted that media use was influenced by multiple characteristics. 5) the reciprocal nature of the information (how many times the information must be communicated back and forth between the sender and receiver before it is understood). The reciprocal nature of information as well as the damaging consequences of incomplete, inaccurate, and ineffective information were examined by Markus (1994), Lee (1994), and Ngwenyama and Lee (1997). Based on the research conducted by Markus, the studies examined e-mail messages passed back and forth between several individuals concerning one specific topic. As for the damaging consequences of 6) incomplete, 7) ineffective, and 8) inaccurate information, these factors were integrated into the study to examine factors that would be applicable to the Air Force and military environment in an attempt to the effect of these consequences in the researcher and subjects' working environment. It is the researcher's belief that the use of these additional factors will help to support the importance of other factors, such as environment factors suggested by Social Influence Theory and communications requirements discussed in CT, in predicting the effectiveness of different media choices.

Media to be Examined

The traditional media that were first placed on the MRT richness continuum included face-to-face communications, telephone, and written documentation. However,

since the first MRT studies, several new technologies have recently caused researchers to reexamine certain aspects of MRT. Among these new technologies are e-mail and voice mail. Although face-to-face communication, telephone, and written documentation have been the corner stone of a significant proportion of MRT research, the significant body of work examining new technologies, such as e-mail and voice mail, and their impact on media choice can not be overlooked. Researchers examining these new technologies include Reinsch and Beswick (1990), Rice and Shook (1990), Schmitz and Fulk (1991), Rice (1992 and 1993), Markus (1994), Lee (1994), Rice, et al., (1994), Rice and Tyler (1995), El-Shinnawy and Markus (1997), and Ngwenyama and Lee (1997). Because of the significant number of influential researchers examining these two forms of medium, it is the researcher's opinion that they should be included in any study examining the effectiveness of different media.

Importance and Consistency Measures

The policy capturing instrument is more beneficial than other survey instruments when examining which factors influence the effectiveness of media under different communications requirements because of its unique ability to allow the researcher to examine the various factors. As research in the field has indicated, policy capturing can be utilized as a way to examine raters' decisions in performance appraisals and identifying the importance that individual raters place on different factors when making decisions on overall job performance ratings (Borman, 1991: 298; Hobson and Gibson, 1983: 640). Because policy capturing is often applied at the individual rater level and is therefore able to "capture" the process an individual uses to combine information to reach a decision, it would seem to be quite useful in the examination of managers' judgements

on the effectiveness of various forms of communication media (Webster and Trevino, 1995: 1554).

Therefore, policy capturing could be used as a general procedure to statistically describe the unique information processing approaches of individual raters when examining the effectiveness of different media under different environmental conditions. Policy capturing typically involves three steps. The first is to present the raters with a number of performance scenarios which include scores on the major dimensions of performance. In the case of this study, those dimensions are Urgency, Complexity, and Familiarity. Next, the raters are asked to review each of the scenarios and assign an overall rating that best represents the information given. For the present study, those overall ratings would be for the five different media, given the weighted dimensions of each scenario. Finally, multiple regression analysis is used to calculate how predictable the individual raters' overall ratings were, taking into account their scores on the separate performance dimensions, and to compute the importance of each of the dimensions in determining the overall ratings (Hobson and Gibson, 1983: 640).

Policy capturing could be very beneficial in determining the relationship between face-to-face, telephone, e-mail, voice mail, and written documentation given the raters' (managers') overall rating policy, in this case the five media's effectiveness in different situations. Because policy capturing focuses on the individual and each individual's set of responses are analyzed, instead of an entire set of subjects, a multiple linear regression equation is created, through the use of regression analysis, to represent each rater's policy. The rater's choice of media will be the dependant variable, while the decision variables, the three different dimensions, will be the independent variables and will be

controlled and coded by the researcher (Webster and Trevino, 1995: 1555). Individual beta weights are then created and placed in the regression equation to represent the weight, or importance, the rater puts on each of the performance categories. The mean standardized beta weights for the entire population of managers represents the relationship between the performance categories, in this case the five media, and the overall performance rating policies. R^2 is used as the measure of consistency for the regression equation, for this study representing the level of correspondence between the rater's policies, represented by the regression lines, and the weights assigned to the original group of experts. The mean R^2 represents the level of agreement between the rating policies and their expected values (Hurry, 1995: 27-28). In this way, R^2 is a measure of consistency in policy capturing analysis (Hobson and Gibson, 1983: 647). As stated by Hobson and Gibson, the consistently high rater R^2 values achieved when regressing the overall ratings on scores for the separate dimensions of performance indicates that the general linear model used in policy capturing is a good tool for describing rater policies (Hobson and Gibson, 1983: 641). This would seem to be confirmed by more recent studies in the field of MRT research, which found policy capturing to be a useful research tool (Webster and Trevino, 1995: 1544, 1565).

Objectives and Propositions

The study's objectives are to: 1) identify which factors are important to and influence media choice by examining the relationships between Urgency, Complexity, Familiarity, Distance, Position, Reciprocal Nature, Information Importance, Incompleteness, Ineffectiveness, and Inaccuracy, 2) test whether communication effectiveness is truly uni-dimensional, or if it is actually multi-dimensional, 3) determine

if communication effectiveness is an outcome of media choice, 4) if the effectiveness of a media choice depends on communications requirements. To achieve these objectives, the following propositions will be investigated:

Proposition 1: Different factors influence effective communication for different types of media.

Proposition 2: The effectiveness of a communications media varies across communications requirements.

Proposition 3: The process of choosing the most effective media is multi-dimensional, rather than uni-dimensional.

Proposition 4: Urgency, Complexity, and Familiarity each account for separate variance in the effectiveness of communications media Figure 5).

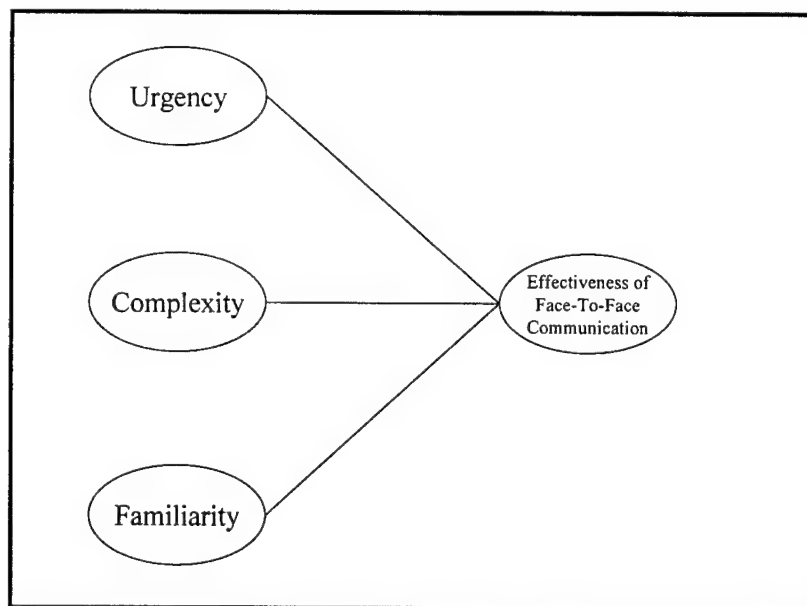


Figure 5. Model of Proposition 4

Test criteria: Overall R^2 large enough to be significant and

$$\beta_{Urgency} \neq 0$$

$$\beta_{Complexity} \neq 0$$

$$\beta_{Familiarity} \neq 0$$

Test repeated for:

Telephone Communication

E-Mail

Voice Mail

Written Documentation

Proposition 5: The severity of the consequences of inappropriate choice of media will be influenced by the Importance of the communications requirement, the Urgency of the communications requirements, the Complexity of the communications requirements, and the Familiarity of the communications requirements (Figure 6).

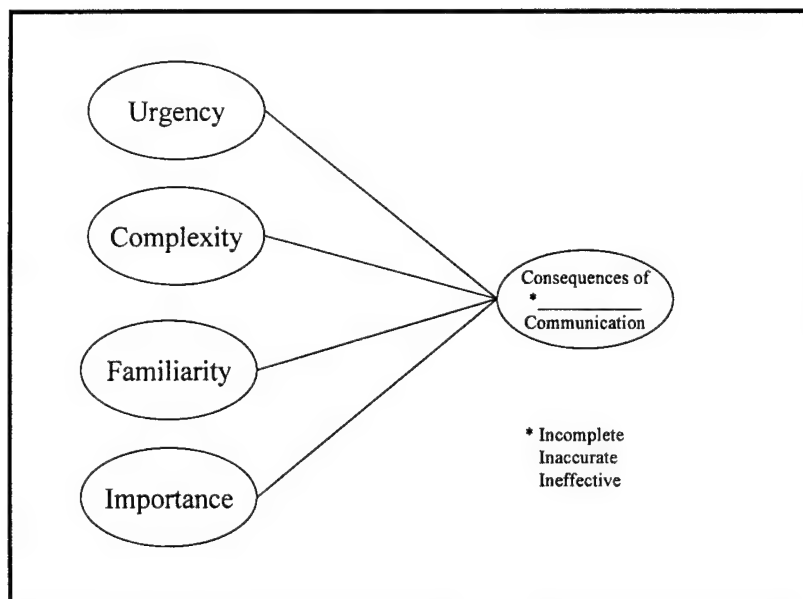


Figure 6. Model of Proposition 5

Summary

This study will examine the effectiveness of different media as they relate to the proposed model. An attempt will be made to determine if these dimensions can be utilized as predictors for the selection of the most effective media, and thereby, how these choices influence the effectiveness of media and the resulting media choices. For if values are able to be placed on effectiveness, reliable predictions will be able to be made on media choice.

Recent research has raised several questions concerning the validity of traditional MRT thinking - namely, whether there are additional factors which might influence media choice. To determine whether there must be revisions to current MRT theories, both old and new media must be examined from a new angle, that being their effectiveness in communicating the information from the sender to the receiver. Following this new path of research within the field of organizational communications, it is expected that the findings will point to the need for revisions in traditional MRT theories, specifically relating to the tenants of traditional MRT research which is based on the media selection continuum ranging from equivocality (where most rich media are thought to be needed) to uncertainty (where less rich media are felt to be satisfactory).

III. Method

Survey #1

An initial survey was developed to obtain feedback from a board of experts on the weight of several different dimensions and factors that might influence how effective different media were considered.

Sample and Procedure. Four Air Force officers who are instructors at the Air Force Institute of Technology's School of Logistics and Acquisition Management agreed to act as a panel of experts and rate twelve different factors for 54 sample scenarios. The individuals were considered experts because the combination of their time in service, the number of years they had acted as supervisors within the Air Force, their rank, and advanced academic degrees (three were Ph.d.'s, while one was in the final stages of completing their Ph.d.) had made them very aware of the proper ways to communicate in an Air Force organization. All participants were guaranteed anonymity. All of the survey respondents were male. The average age of the experts was 38 years, with 13.17 years of military service, and 9.5 years experience as a manager/supervisor. The experts' ranks were as follows: One Captain and three Majors. All were support officers with experience in logistics, acquisitions, or communications. The researcher met with each of the experts to explain their role, review the questions, review the two example scenarios at the beginning of the survey, and answer any questions the experts might have prior to their completing the survey. At this time, the experts were given the opportunity to have any concerns or areas of confusion dealt with by the researcher. The meetings lasted between 20 and 45 minutes. After the meeting, the experts were given approximately one week to complete the survey and return it to the researcher.

Survey Instrument. Before sending out a survey to the general population investigating the effectiveness of different media under different situations, an initial survey was created to determine the weights of several dimensions of the 54 scenarios that would be utilized in the final survey. The first part of the initial survey asked the experts for demographic data which included information such as the number of years in the Air Force, the number of years experience as a manager/supervisor, gender, rank, age, Air Force Specialty Code (AFSC), etc. The second part of the survey consisted of two example scenarios and question sets that the experts were to take while meeting with the researcher. The final portion of the survey consisted of the 54 scenarios; the experts rated twelve different factors for each scenario. The twelve factors were Position, Physical Distance, Urgency, Complexity, Amount of Information, Familiarity of Sender with the Subject, Familiarity of Receiver with Subject, Reciprocal Nature of the Information, Importance of the Information, Damaging Consequences of Incomplete information, Damaging Consequences of Inaccurate Information, and Damaging Consequences of Ineffective Information. An example of the twelve questions that followed each scenario is listed below in Figure 7.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** impact would the physical distance between the sender and receiver have on the communication task?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

Figure 7. Sample Questionnaire From Experts' Survey

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?
- A. A very small amount D. A large amount
 B. A small amount E. A very large amount
 C. A moderate amount
9. How **IMPORTANT** to the sender and receiver is the information described in this situation?
- A. Not important at all D. Very important
 B. Slightly important E. Extremely important
 C. Moderately important
10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?
- A. Not severe at all D. Very severe
 B. Slightly severe E. Extremely severe
 C. Moderately severe
11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?
- A. Not severe at all D. Very severe
 B. Slightly severe E. Extremely severe
 C. Moderately severe
12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?
- A. Not severe at all D. Very severe
 B. Slightly severe E. Extremely severe
 C. Moderately severe

Figure 7. Sample Questionnaire From Experts' Survey (Continued)

The factors were rated on a five-point Likert scale. Answers for Question 1, comparing the receiver's position in the organization to the sender's, ranged from "1 = Very much lower to 5 = Very much higher;" answers for Questions 2, 5, and 8, which concerned the amount of physical distance between the sender and receiver, how much information needed to be communicated, and how much the sender and receiver needed to communicate back and forth to ensure the information was understood correctly

ranged from "1 = A very small amount to 5 = A very large amount;" while the answers for Questions 3, 4, 6, 7, and 9 – 12, concerning Urgency, Complexity, Familiarity (split into two questions, one for the sender and one for the receiver), importance, incompleteness, inaccuracy, and ineffectiveness ranged from "1 = Not _____ at all to 5 = Extremely _____." A complete copy of the experts' survey is located in Appendix A.

Analysis. Mean scores and standard deviations of the twelve factors were calculated for each scenario. From these, the three primary factors -- Urgency, Complexity, and Familiarity -- were examined to determine if the experts' averaged scores paralleled the researcher's own ratings of these three factors for each scenario, these scenarios having been based on varying levels of low, moderate, and high amounts of the factors. The scenarios were divided into thirds based first on the experts' mean scores for Urgency, and second on experts' mean scores for Complexity to insure that the experts had not weighted the factors too heavily in either the low, moderate, or high range. The first third of the scenario scores for Urgency and Complexity were put into the category of "Low" (Urgency scores ranging from 1 to 1.75, Complexity scores ranging from 1 to 1.5), the second third of the scenario scores were placed in the category of "Moderate" (Urgency scores ranging from 1.75 to 3.5, Complexity scores ranging from 1.5 to 2.75), while the final third of the scenario scores were placed into the category of "High" (Urgency scores ranging from 3.75 to 5, Complexity scores ranging from 3 to 4.75). The 54 scenarios were then put in a random order. To ensure there was no clumping of scenarios with similar weights of Urgency and Complexity, the randomized listing of scenarios was examined and found to be satisfactory. When examining the factor's mean scores it was found that answers to questions four and five followed each

other and answers to questions nine through twelve also followed each other. A copy of the original and randomized list of weighted scenarios is located in Appendix B.

Expert Agreement. To ensure that the experts agreed on the rating levels or weights of the various questions, twelve proportions were computed for all the questions by dividing one expert's answer to the question by another expert's answer to the same question. The fractional value gave an overall value for agreement between individual experts. If the fractional value were low, close to zero, it would indicate that there was not agreement between the two experts, used in that particular proportion, concerning their answers to the questions following each scenario (indicated by a small value in the numerator of the fractional value). However, if the fractional value were high, close to one, it would indicate that there was strong agreement between the two experts, used in that particular proportion, concerning their answers to the questions following each scenario. Table 1 lists the proportional values for each grouping of experts and the proportional value for all the experts. A copy of the initial proportions that were run is located in Appendix C. Those proportions that had a value above a one were thrown out. The proportional values that remained were then entered in column format for each of the twelve combinations of experts. These column values were then added together to get a value representing all the proportional scores in that column. This value was used as the numerator for a fraction, with the denominator being the final value if each question's proportional value was equal to one.

Table 1. Experts' Proportional Values

Raters	Proportional Value	Raters	Proportional Value
Rater1/Rater2	0.84	Rater2/Rater3	0.78
Rater2/Rater1	0.85	Rater3/Rater2	0.89
Rater1/Rater3	0.81	Rater2/Rater4	0.80
Rater3/Rater1	0.94	Rater4/Rater2	0.88
Rater1/Rater4	0.79	Rater3/Rater4	0.83
Rater4/Rater1	0.88	Rater4/Rater3	0.80
		Total	0.84

It is noteworthy that the proportional agreement among the different raters and the average total agreement was very high (among rater the proportional agreement ranged between .78 and .89, and the total average agreement was .84). Because of the very high proportional agreements among the experts for the weight of each question, none of the scenarios were thrown out and all 54 scenarios were included in the second survey that was taken by the manager/supervisors.

Survey #2

Sample and Procedure. Students and Instructors from the Air Force Institute of Technology's Graduate Schools of Logistics and Acquisitions, and Engineering were asked to take the survey created specifically for the general population of Air Force manager/supervisors. Participation was strictly voluntary and subjects were guaranteed anonymity concerning their individual responses. The population of individuals was chosen because it was felt that they were an excellent representation of Air Force managers. A total of 46 officers/officer civilian equivalents completed all portions of the

survey. Thirty-eight of the respondents were male, seven of the respondents were female, while one respondent did not give any demographic information. The average age of the respondents was 28.39 years, with 7.16 years of military service, and 3.39 years experience as a manager/supervisor. The ranks of the experts were broken down as follows: one Second Lieutenant, 16 First Lieutenants, 24 Captains, two Majors, and two GS-12 officer/civilian equivalents. All were support officers with experience in logistics, acquisitions, communications, or engineering.

Survey Instrument. The final survey containing the same 54 scenarios was also broken up into three parts. The first part asked the subjects for demographic data which included information such as the number of years in the Air Force, the number of years experience as a manager, gender, rank, age, Air Force Specialty Code (AFSC), etc. For the second portion of the survey, two example scenarios were provided to the manager/supervisors, along with answers for the questions that followed both of the example scenarios. The third part of the survey contained the 54 scenarios. Each scenario was followed by fifteen questions. An example of the fifteen questions that followed each scenario is listed below in Figure 8.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
4. Written documentation.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____

Please only assign each rank once.

1 = Least Effective

5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT

Figure 8. Sample Questionnaire From Managers' Survey

The fifteen questions were divided into three subparts, the first part contained questions one through five, which asked the subject to individually rate the effectiveness of five different media choices -- face-to-face, telephone, e-mail, voice mail, and written documentation. The media choices were rated on a five-point Likert scale with answers ranging from "1 = Extremely ineffective to 5 = Extremely effective." The positions of the five media choices were changed in each scenario to ensure that no bias was incorporated into the individual's choice based on the position of the media. Thirty-four different combinations of the five different media were used to avoid bias, the leading media not appearing as the first question more than once every four times. The second part contained five questions which asked the subjects to rank the five media choices, "1 = Least effective and 5 = Most effective." The subjects were asked to assign each rank only once. The researcher compared the ranking of the media choices to the effectiveness ratings of the media to ensure there was no confusion created by the ranking scale. In the case of ties in effectiveness ratings for different media choices, questions six through ten were reviewed to determine the exact effectiveness ranking of each media. Three surveys were found in which the researcher suspected the rankings had been inverted. The third survey's data was left unchanged and was used in the data analysis along with the other 45 surveys. The researcher was able to verify that two of the surveys' rankings had been inverted and was able to recode the data. The final part of the survey contained questions eleven through fifteen, which asked the subjects to individually rate the importance of five factors -- Urgency, Complexity, Familiarity, Rank, and Distance -- in their decision about which media was most effective. The factors were rated on a five-point Likert scale with answers ranging from "1 = Not

important at all to 5 = Extremely important." A complete copy of the manager/supervisors' survey is located in Appendix D.

Analysis. Multiple regression analysis was used to test the five propositions. Two initial sets of regressions were run in which each manager/supervisor's data was individually analyzed. In the first set of regressions, the dependant variable in the analysis was the manager/supervisor's rating on the effectiveness of the specific media, while the independent variables were the experts' ratings of the three primary MRT dimensions of Urgency, Complexity, and Familiarity of the Receiver. Regression analysis of each respondent's overall ratings provided beta weights for each of the three primary MRT dimensions. In the second set of regressions, the dependant variable was again the specific media, while the independent variables were the experts' ratings on the five dimensions dealing with the consequences of bad media selection -- Reciprocal Nature, Information Importance, Incompleteness, Inaccuracy, and Ineffectiveness. These statistics gave the relative effectiveness of each of the media choices. Means and standard deviations were also calculated for the beta weights in the (N= 430) regression equations (effectiveness). The R^2 for the equations measured the amount of variation accounted for, and the number of times the level of effectiveness for each media choice was selected as most effective. The mean beta weights provided evidence about which media contributed most to the successful communication of the information.

A secondary set of regression equations was run using the data obtained from the initial two multiple regressions. For these regressions, the dependent variables were the R^2 values from the initial regression equations which had the three primary MRT dimensions as their independent variables. The independent variables for the first

regression were the beta weights from the initial regressions for the three primary MRT dimensions, the independent variables for the next five regressions were a combination of the beta weights for the three primary MRT dimensions and a fourth beta weight, from either the Reciprocal Nature, Information Importance, Incompleteness, Inaccuracy, or Ineffectiveness dimension, while the independent variables for the final regression was a combination of the beta weights from the three primary MRT dimensions and the five dimensions for the experts' rating on the consequences of bad media choices. Means and standard deviations were also calculated for the beta weights in the (N= 35) regression equations (effectiveness). The R^2 for the equations measured the amount of variation accounted for, and the number of times the level of effectiveness for each media choice was selected as most effective. The mean beta weights provided evidence about which media contributed most to the successful communication of the information. A copy of the regressions is located in Appendix E.

IV. Results

Experts' Correlations

Table 2 illustrates the correlations between the twelve factors rated by the four experts. The table allows one to examine how much agreement there was between the experts concerning the twelve facts. Review of these values enabled the researcher to ensure the individuals taking the first survey were good experts and were in agreement on a majority of the factors.

Table 2. Expert Correlations

	1	2	3	4	5	6	7	8	9	10	11	12
1. Urgency	1.00											
2. Complexity	.25**	1.00										
3. Famil-Rec	.03	.09	1.00									
4. Famil-Send	-.18**	-.32**	.28**	1.00								
5. Distance	-.02	.20**	-.12*	.15*	1.00							
6. Position	-.03	.07	.14*	.07	.05	1.00						
7. Quantity	.21**	.91**	-.06	-.26**	.20**	.07	1.00					
8. Reciprocal	.24**	.85**	-.06	-.30**	.15*	.03	.88**	1.00				
9. Info Import	.66**	.30**	-.01	-.14*	-.08	.00	.27**	.30**	1.00			
10. Incompleteness	.65**	.28**	.08	-.23**	-.08	-.05	.26**	.28**	.70**	1.00		
11. Ineffectiveness	.64**	.31**	.07	-.22**	-.06	-.04	.29**	.33**	.71**	.96**	1.00	
12. Inaccuracy	.64**	.32**	.08	-.22**	-.09	.01	.29**	.32**	.71**	.95**	.97**	1.00

* Correlation is significant at the .05 level (1-tailed).

** Correlation is significant at the .01 level (1-tailed).

N = 216 (4 experts rating 54 scenarios)

The fact that two out of three of the primary dimensions, Urgency and Complexity, are significantly correlated with a majority of the other nine factors would appear to indicate that these three factors are not the only factors influencing media selection. This finding would indicate that the factors influencing media selection need to be investigated in much greater detail, dissecting which factors are truly the most important.

Table 3 lists the correlations among the experts for the three primary factors used within the study and which made up the proposed model.

Table 3. Expert Correlations Between the Primary Factors

	1	2	3
1. Urgency	1.00		
2. Complexity	.25**	1.00	
3. Familiarity	.03	.09	1.00

** Correlation is significant at the .01 level (1-tailed).

N = 216 (4 experts rating 54 scenarios)

Examining the agreement among the experts' ratings listed in Table 3, the average correlation among the three primary independent variables is approximately $\bar{r} = .12$. This low correlation is largely due to Familiarity of the Receiver being uncorrelated with both Urgency ($r = .03$) and Complexity ($r = .09$). It should be noted, however, that Urgency and Complexity were significantly correlated with each other ($r = .25$). The average correlation between these three primary independent variables supports the assumption of policy capturing that the independent variables are relatively orthogonal (i.e. uncorrelated with each other). Therefore, it makes sense to view the three factors as being combined in a linear (additive) fashion when managers judge effectiveness.

Among the highest correlated factors were Complexity, Quantity, and Reciprocal Nature. Table 4 lists these correlations.

Table 4. Expert Correlations Between Complexity, Quantity, and Reciprocal Nature

	2	7	8
2. Complexity	1.00		
7. Quantity	.91**	1.00	
8. Reciprocal	.85**	.88**	1.00

** Correlation is significant at the .01 level (1-tailed).

N = 216 (4 experts rating 54 scenarios)

From Table 4, it can be seen that the average correlation between Complexity, Quantity, and the Need for Reciprocal Communication ($\bar{r} = .88$) suggests that the effect of complexity on judgements of effectiveness can be attributed to either the quantity of

information or the need for help interpreting it. Similarly, the average correlation between Incompleteness, Inaccuracy, and Ineffectiveness ($\bar{r} = .95$) would suggest that the effect of Incompleteness on judgements of effectiveness can be attributed to either the inaccuracy or ineffectiveness of the communication media.

Table 5 lists the correlations between the consequences of bad media choices and the ratings the experts gave to the three primary factors and Information Importance. As will be seen later in the examination of the data, Information Importance would become an important factor in the model examining the effectiveness of media.

Table 5. Correlations of the Three Primary Factors and Information Importance with the Consequences of Bad Media Choices

	Urgency	Complexity	Famil-Rec	Info Import
Incompleteness	.65**	.28**	.08	.70**
Ineffectiveness	.64**	.31**	.07	.71**
Inaccuracy	.64**	.32**	.08	.71**

* Correlation is significant at the .05 level (1-tailed)

** Correlation is significant at the .01 level (1-tailed)

N = 216 (4 experts rating 54 scenarios)

From Table 5 it can be seen that the consequences of inappropriate media choices are most strongly related to the Importance of the Information ($\bar{r} = .71$, $\bar{r}^2 = .50$), the Urgency of the information requirement ($\bar{r} = .65$, $\bar{r}^2 = .42$), and somewhat related to the Complexity of the information to be communicated ($\bar{r} = .52$, $\bar{r}^2 = .27$). The Familiarity of the Receiver appears to have little influence on the consequences of the use of inappropriate media ($\bar{r} = .08$, $\bar{r}^2 = .01$).

It is also important to note that the consequences of bad media choices are almost twice as highly related to Urgency (Information Importance, $r = .66$; Incompleteness, $r = .65$; Ineffectiveness, $r = .64$; Inaccuracy, $r = .64$) as they are to Complexity (Information Importance, $r = .30$; Incompleteness, $r = .28$; Ineffectiveness, $r = .31$; Inaccuracy, $r = .32$).

However, Familiarity is not related to any of the factors representing the consequences of bad media choices. These readings indicate that in the experts' view, when Urgency, Complexity, and the Importance of the Information are increased, the severity of the impact of incomplete, inaccurate, and ineffective communication increases; but when Familiarity of the Receiver is increased, the severity of the impact of incomplete, inaccurate, and ineffective communication all stay the same.

Effectiveness Correlations

The correlations between the manager/supervisors' effectiveness ratings of the five media and the expert ratings given to the three primary factors, along with Distance and Position, are listed in Table 6. The data in Table 6 are most useful in the investigation of whether the communications effectiveness is truly uni-dimensional, or whether it is actually multi-dimensional.

Table 6. Correlations Between Managers and Experts

	Face-To-Face	E-Mail	Telephone	Voice Mail	Written Doc
Urgency	.05**	-.14**	.07**	-.03	-.10**
Complexity	-.02	-.04*	.17**	.06**	.01
Famil-Rec	.06**	.11**	-.10**	.04*	.17**
Distance	.17**	-.14**	.18**	.03	-.16**
Position	-.01	.04*	.05**	.08**	-.08**

* Correlation is significant at the .05 level (1-tailed)

** Correlation is significant at the .01 level (1-tailed)

N = 2478/2479 (46 managers rating 54 scenarios; 4 experts rating 54 scenarios)

Table 6 supports the theory that communication effectiveness is not uni-dimensional, but instead multi-dimensional by the positive and negative correlations between the media and the experts' five factors. From the correlations between the media and the experts' ratings there is a surprising finding – neither the effectiveness of face-to-face communications nor written documentation is significantly correlated with Complexity. If communication effectiveness was really uni-dimensional, then face-to-

face communication and written documentation would both be significantly correlated with Complexity; however, based on the results shown, they are not. The fact that face-to-face communication and written documentation are not significantly correlated with Complexity would appear to indicate that the construct of a richness continuum would be multi-dimensional, rather than uni-dimensional. In fact, many of the correlations among media characteristics and outcomes that one might think would be negatively correlated in MRT research, are actually positively correlated. For example, face-to-face communication and written documentation are both positively correlated with Familiarity of the Receiver (face-to-face communication, $r = .06$; written documentation, $r = .17$), while face-to-face and telephone communication are both positively correlated with Distance (face-to-face communication, $r = .17$; telephone communication, $r = .18$).

Looking at Table 6, it can be seen that as Urgency is increased, the effectiveness of face-to-face and telephone communication increase, the effectiveness of e-mail and written documentation decrease, while the effectiveness of voice mail does not change. Similarly, as Complexity is increased, the effectiveness of telephone communication and voice mail increase, the effectiveness of e-mail is decreased, and the effectiveness of face-to-face communications and written documentation do not change. Increasing Familiarity of the Receiver causes an increase in the effectiveness of all media choices except telephone communication, for which it causes a decrease in effectiveness.

The size of the correlation values that are significant also supports the theory that media choice is multi-dimensional. Looking at the Table 6, values of correlations between different media and the experts' factors that MRT research would predict to be far apart from each other on the uni-dimensional continuum are actually quite close. This

data indicates that these media would act similarly in those particular situations, showing that there would actually be some overlap among the media. Examples of this include the correlations between face-to-face and telephone communication, which have similar correlation values for Urgency (face-to-face communication, $r = .05$; telephone communication, $r = .07$), and e-mail and telephone communication, which have similar correlations for the Position of the Receiver (e-mail, $r = .04$; telephone communication, $r = .05$). In contrast, the MRT richness continuum suggests that there should be no overlap among the media because distances between them are equal; a view which has been criticized by some recent literature (D'Ambra and Rice, 1994; Sitkin, et al., 1992).

By listing the correlations of the effectiveness of the five different media, Table 7 illustrates that certain media's effectiveness ratings will actually overlap. The effectiveness correlations can be used to evaluate the judgements that managers make concerning the different media available to them.

Table 7. Effectiveness of the Media Correlations

	Face-To-Face	E-Mail	Telephone	Voice Mail	Written Doc
Face-To-Face	1.000				
E-Mail	-.34**	1.000			
Telephone	.31**	-.22**	1.000		
Voice Mail	.00	.31**	.37**	1.000	
Written Doc	-.26**	.50**	-.48**	.01	1.000

** Correlation is significant at the .01 level (1-tailed)
N = 2478/2479 (46 managers rating 54 scenarios)

The most important point that is taken from Table 7 is that managers *do* judge effectiveness. This is shown by the fact that the effectiveness of the different media overlap in certain cases and diverge in other cases. One example of this is the effectiveness of e-mail as a communication choice. E-mail positively correlates with written documentation ($r = .50$), indicating that both are viewed as equally effective

media choices. However, e-mail is negatively correlated with the use of the telephone ($r = -.22$), indicating that when one is considered effective, the other is not considered effective. Another example is the fact that while voice mail and telephone ($r = .37$) and face-to-face and telephone communication ($r = .31$) are both positively correlated, voice mail and face-to-face communication are uncorrelated ($r = .00$).

The fact that there are other factors which influence media choice, is also supported by the variations of the experts' factors among the media represented by Table 7. This would indicate that effectiveness varies within each media, depending on the communications requirements of the situation. This counters many MRT researchers' view that richness is all that matters in media selection since on the richness continuum a media's richness or leanness rating will also remain the same, no matter the situation. One example of this is effectiveness of telephone communication, which is positively correlated with the urgency of the situation ($r = .07$), the physical distance ($r = .18$), and the position of the receiver ($r = .04$), but negatively correlated with the complexity of the information ($r = -.17$) and the familiarity of the receiver ($r = -.10$). So that as the urgency of a situation, complexity of the information, or familiarity of the receiver with the subject increase, so does the effectiveness of telephone communication, while as the complexity of the information or the familiarity of the receiver with the subject increases, the effectiveness of telephone communication actually decreases. Another example would be the effectiveness of communication via e-mail. While it is negatively correlated with Urgency ($r = -.14$), Complexity ($r = -.04$), and Physical Distance ($r = -.14$), it is positively correlated with the Familiarity of the Receiver ($r = .11$) and the position of the receiver ($r = .04$).

Beta Weights of Effectiveness and Consequences of Bad Media Selection Correlations

Table 8 shows the correlations between the beta weights of the experts' ratings on the consequences of bad media choices and their ratings of the three primary factors along with Information Importance and Reciprocal Nature.

Table 8. Beta Weight Correlations

	Urgency	Complexity	Famil-Rec	Info Import	Reciprocal
Incomplete Comm	-.43**	-.28**	.57**	.46**	.52**
Ineffective Comm	.06	.24**	-.28**	-.47**	-.17**
Inaccurate Comm	.48**	.12*	-.43**	-.34**	-.50**

* Correlation is significant at the .05 level (1-tailed)

** Correlation is significant at the .01 level (1-tailed)

N = 230 (4 experts rating 54 scenarios)

Because the correlations did not account for all of the factors, beta weights were calculated for all of the factors to determine which factors influenced each media's effectiveness depending on the communication requirement. As can be seen from the significant correlations in Table 8, there are trade-offs among the factors as we consider their use in different situations. Increases in Urgency will decrease the severity of the consequences of Incomplete Communication, leave the severity of the consequences of Ineffective Communication unchanged, and increase the severity of the consequences of Inaccurate Communication. Increases in Complexity will decrease the severity of the consequences of Incomplete Communication, but increase the severity of the consequences of both Inaccurate and Ineffective Communication. Increases in the Familiarity of the Receiver decrease the severity of the consequences of both Inaccurate and Ineffective Communication, while it increases the severity of the consequences of Incomplete Communication. Increases in the Importance of the Information increase the severity of the consequences of Incomplete Communication, but decrease the severity of

the consequences of Ineffective and Inaccurate Communication. While increases in the Need for Reciprocal Communication increases the severity of the consequences of Incomplete Communication, but it decreases the severity of the consequences of Ineffective and Inaccurate Communication. Therefore, the data clearly shows that there are trade-offs among the factors as we consider their use in different situations.

Table 8 clearly shows that there are actually more negative correlations (seventeen in all) than positive correlations (a total of thirteen). The negative correlations indicate that when increasing one factor, you must decrease another, which ties in to Communication Theory's findings that when transmitting a message, one must consider the trade-offs between speed, volume, and encoding. Therefore, the large number of negative beta weight correlations, which is that Communication Theory's concept of trade-offs among factors could be used to help define media selection.

Beta Weight Models

Multiple regression models were run on the proposed model of communication effectiveness and communication requirements listed in Figure 9. As can be seen from Table 9, all the models except face-to-face communication explained substantial variance in effectiveness ($R^2 = .46 - .77$).

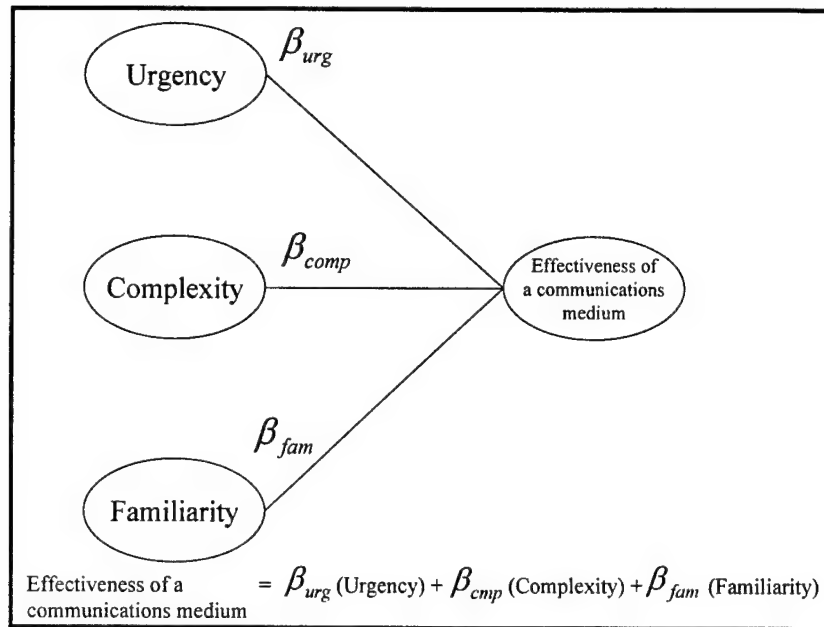


Figure 9. Multiple Regression Model

Table 9. Regression Equations for Media with the Primary Factors

R^2	Effectiveness	=	Constant	+ β_1 Urg	+ β_2 Comp	+ β_3 Fam	+ ϵ
.16	Face-To-face Communication	=	.05	+ .14	+ .07	+ .01	
.71	E-Mail	=	.00	- .21	- .04	+ .14	
.70	Telephone Communication	=	.01	+ .05	+ .21	- .12	
.46	Voice Mail	=	.03	- .04	+ .14	+ .08	
.77	Written Documentation	=	-.01	- .18	+ .02	+ .21	

Examining the patterns of the beta weights it is interesting to note the factors which significantly impact the effectiveness of a media. In the case of telephone and voice mail communications, both have non-significant beta weights for Urgency, significant positive beta weights for Complexity, and different signs for Familiarity. E-mail and written documentation both have non-significant beta weights for Complexity, significant negative beta weights for Urgency, and positive significant beta weights for

Familiarity. While face-to-face communication has significant positive beta weights for Urgency and Complexity, but a non-significant beta weight for Familiarity.

These high R^2 values lead to the conclusion that the models provide a good fit. Urgency is strongly associated with effectiveness for face-to-face communication, e-mail, and written documentation. Complexity is more strongly associated with effectiveness for face-to-face communication, telephone, and voice mail. While Familiarity is strongly associated with e-mail, telephone communication, voice mail, and written documentation.

Multiple regression variations on the basic model were also run to determine if the other factors examined in this study would have any impact on the proposed model's ability to further explain variance in effectiveness. In the case of two of the models, these new factors did impact the structure of the model.

Standardized Regression Weights for Face-To-Face Communication

Table 10. Standardized Regression for Face-To-Face Communication

	Beta	Sig [*]	R ²
Constant		0.00	0.56
Interaction (Urg x Comp)	-0.65	0.00	
Urgency	0.07	0.59	
Complexity	0.52	0.00	
Familiarity	0.22	0.06	
Information Importance	0.01	0.02	

* Significance levels taken from unstandardized coefficients

After running several regressions on different combinations of factors with face-to-face as the dependent variable, the model with the highest R^2 value was a combination of an interaction term made up of both Urgency and Complexity, and the individual factor of Information Importance ($R^2 = 0.56$). As can be seen from Table 10, these two terms had the most significant beta weights. It is interesting that the factors weighed

most strongly in the effectiveness of face-to-face communication are ignored by MRT.

The final model is listed below in Figure 10.

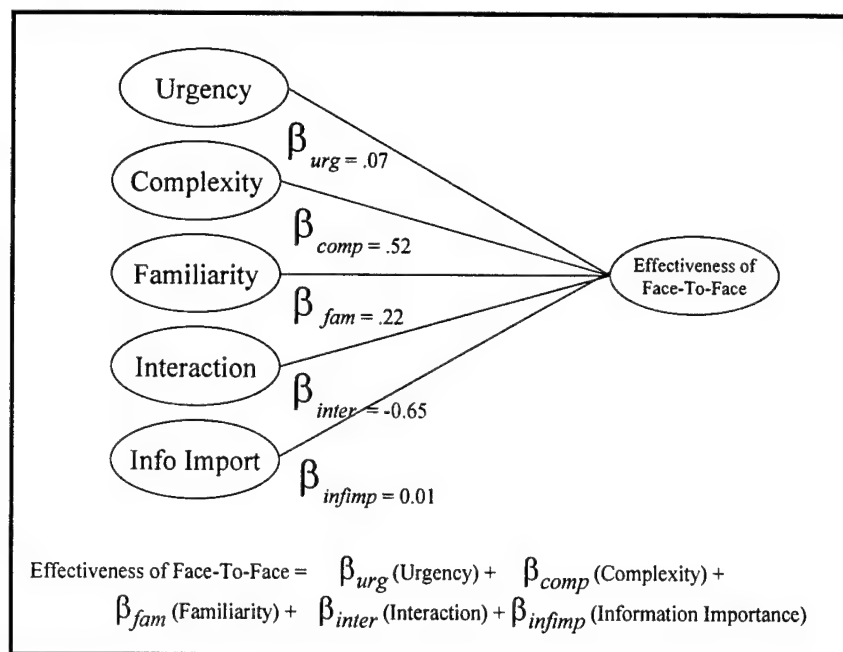


Figure 10. Effectiveness of Face-To-Face Communication Model

Standardized Regression Weights for E-Mail

Table 11. Standardized Regression for E-Mail

	Beta	Sig [*]	R ²
Constant		0.65	0.70
Urgency	-0.55	0.00	
Complexity	-0.14	0.13	
Familiarity	0.58	0.00	

* Significance levels taken from unstandardized coefficients

Multiple regressions run on various combinations of factors for the e-mail model pointed to a model made up of Urgency and Familiarity to determine the effectiveness of e-mail in different situations. The model listed in Table 11 had the highest R² value (R² = 0.70). Again, it should be noted that the model for determining the effectiveness of e-

mail in different situations diverges from the proposed model made up of only content, situational, and symbolic factors. In this case, only Urgency and Familiarity have significant beta weights for determining the effectiveness of e-mail. The final model is listed below in Figure 11.

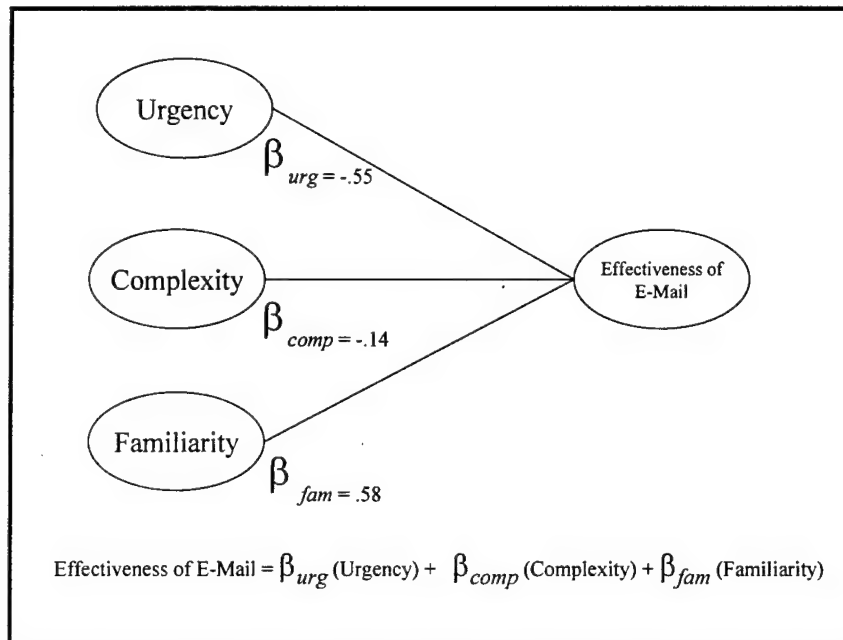


Figure 11. Effectiveness of E-Mail Model

Standardized Regression Weights for Telephone Communication

Table 12. Standardized Regression for Telephone Communication

	Beta	Sig [*]	R ²
Constant		0.03	0.75
Urgency	-0.02	0.86	
Complexity	0.79	0.00	
Familiarity	-0.32	0.00	
Information Importance	0.24	0.01	

* Significance levels taken from unstandardized coefficients

The final model for predicting the effectiveness of the telephone in different situations is listed in Table 12. As can be seen, the model with the highest R² value

utilized Complexity, Familiarity, and Information Importance ($R^2 = 0.75$), again diverging from the proposed model. Once again, a new factor, Information Importance, is shown to play an important part in the prediction of the effectiveness of a media. The final model is listed below in Figure 12.

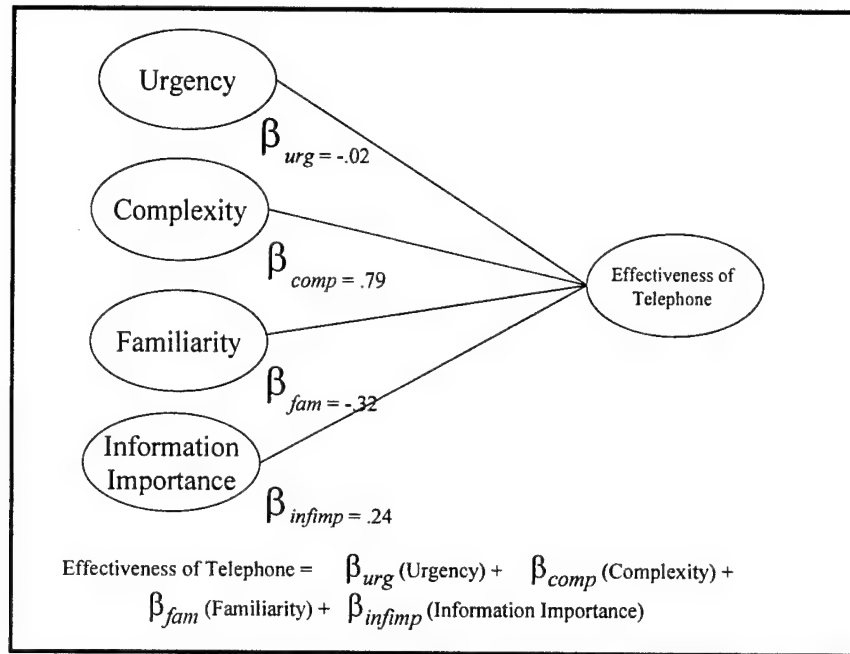


Figure 12. Effectiveness of Telephone Communication Model

Standardized Regression Weights for Voice Mail

Table 13. Standardized Regression for Voice Mail

	Beta	Sig [*]	R ²
Constant		0.00	0.41
Urgency	-0.08	0.54	
Complexity	0.50	0.00	
Familiarity	0.30	0.01	

* Significance levels taken from unstandardized coefficients

The model that best predicted the effectiveness of voice mail in different situations, Table 13, had an R^2 value of 0.41. Although the proposed model was again

chosen, just as with e-mail, the resultant model was different from that used for e-mail because the factors with significant beta weights had changed. In this case, Complexity and Familiarity had significant beta weights, as opposed to Urgency and Familiarity for e-mail. Again, there is a divergence from the proposed model. The final model is listed below in Figure 13.

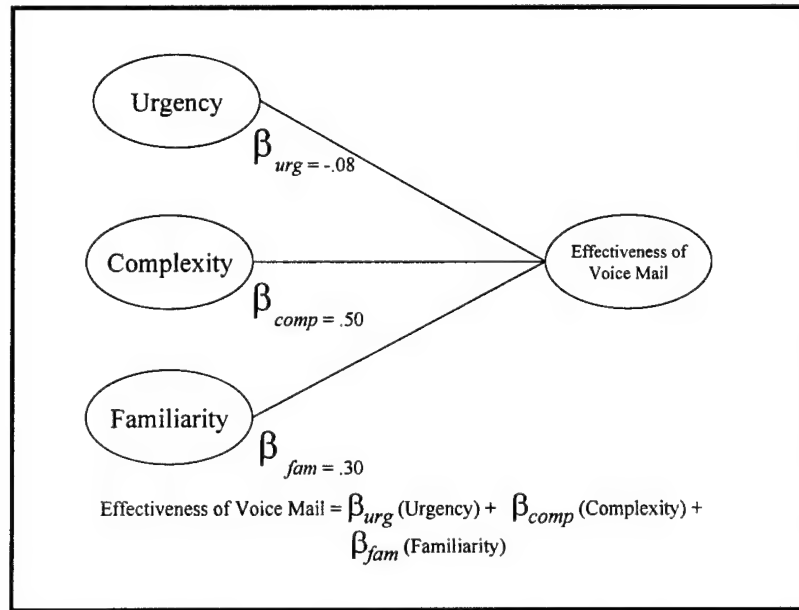


Figure 13. Effectiveness of Voice Mail Model

Standardized Regression Weights for Written Documentation

Table 14. Standardized Regression for Written Documentation

	Beta	Sig [*]	R ²
Constant		0.07	0.77
Urgency	-0.43	0.00	
Complexity	0.05	0.52	
Familiarity	0.75	0.00	

* Significance levels taken from unstandardized coefficients

Although there were three different models that were very close when considering one that would best predict the effectiveness of written documentation in different situations, after running hierarchical regressions on all the factors evaluated it was found that the proposed model gave the best fit ($R^2 = 0.77$). Again, it must be noted that not all the proposed factors have significant beta weights. In the case of the written documentation model, Table 14, only Urgency and Familiarity have significant beta weights. These weights are consistent with the final e-mail model listed above. The final model is listed below in Figure 14.

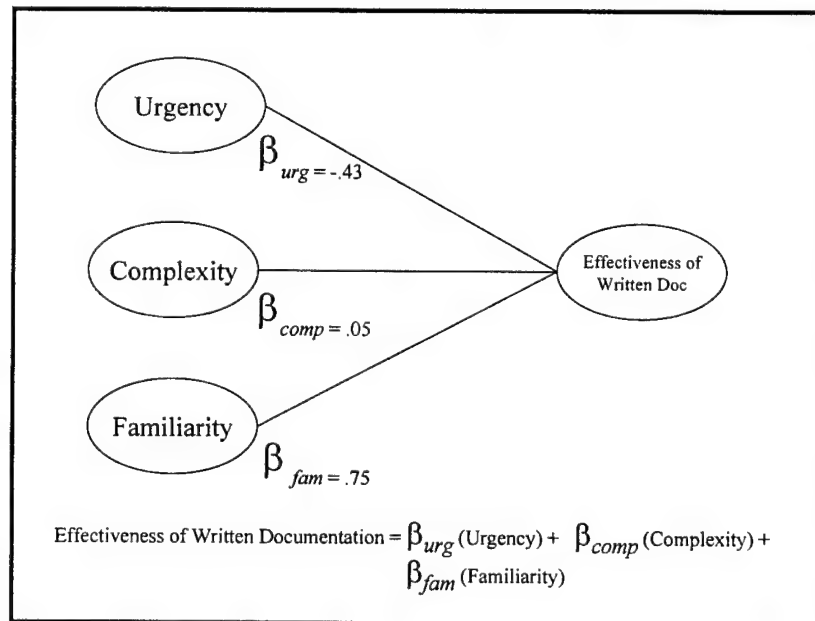


Figure 14. Effectiveness of Written Documentation Model

Final Linear Regressions

Listed below, Table 15, are the final linear regression equations for determining the effectiveness of each media.

Table 15. Regression Equations for Media with Additional Factors

R^2	Effectiveness	$= \beta_1 \text{ Urg} + \beta_2 \text{ Comp} + \beta_3 \text{ Fam} + \beta_x \text{ Sec} + \epsilon$					
.56	Face-To-face Communication	= .07	+ .52	+ .22	- .65Int*	+ .01Inf**	
.70	E-Mail	= - .55	- .14	+ .58			
.75	Telephone Communication	= - .02	+ .79	- .32	+ .24Inf**		
.41	Voice Mail	= - .08	+ .50	+ .30			
.77	Written Documentation	= - .43	+ .05	+ .75			

* Interaction term between Urgency and Complexity

** Information Importance Term

All five of the models explained a substantial amount of variance in effectiveness ($R^2 = .41 - .77$). The five unique and distinct models indicate that factors that influence specific media choice and effectiveness differ among different media. Good examples of this are the models for e-mail and telephone communication. In the case of e-mail, the two factors that influence the selection of this media are Urgency ($\beta = -.55$) and Familiarity ($\beta = .58$), while in the case of telephone communication, Complexity ($\beta = .79$), Familiarity ($\beta = -.32$), and Information Importance ($\beta = .24$) all influence the selection of the telephone. It is quite obvious that the proposed model does not apply to all five of the media. In the case of face-to-face and telephone communication models are found which are quite different from the proposed model. As for e-mail, voice mail, and written documentation, although all three use the proposed model, the factors that are significant differ between the models. For e-mail and written documentation, the significant factors are Urgency and Familiarity, while for voice mail the significant factors are Complexity and Familiarity. The high R^2 values for the five models indicate that all the models account for a large portion of the variance.

Summary

The most important result that can be taken from the data that are listed above is the fact that the proposed model did have a good fit for all but one of the media, that

being face-to-face communication. The four R^2 values that explained a large amount of the variance, ranging from .46 to .77, indicate that the models for e-mail, telephone communication, voice mail, and written documentation would all be good at predicting the effectiveness of these media.

The addition of other factors, such as Information Importance and the Interaction Term for Urgency and Complexity provided models for all five of the data that explained a large amount of the variance. In certain cases, such as with e-mail, voice mail, and written documentation, the proposed model was still used, the factors' beta weights being similar. In the two other cases, face-to-face and telephone communication, completely new factors were found to be important in the prediction of the effectiveness of a media. Because the R^2 values of the more complex models were either almost equal to or slightly higher than the proposed model, these revised models should be considered for use in the prediction of media effectiveness.

Finally, it is to realize that there is not one model that will work for all media. In each case, whether looking at the proposed or the revised models, the factors had different beta weights for each of the media. This point is most evident when looking at the models for e-mail, voice mail, and written documentation. In the case of voice mail, only one of the two factors with a significant beta weight was the same as with the models for e-mail and written documentation (Urgency being replaced with Complexity). The fact that factors such as Urgency, Complexity, and Familiarity vary between the media would seem to indicate that the trade-offs among the communications requirements cause media choice to be multi-dimensional, rather than uni-dimensional.

Because of this multi-dimensionality, media can not as easily be locked into specific categories, such as richness, but instead will vary as the situation varies.

From the research, conclusions can now be made concerning the propositions that were first examined in Chapter II. Table 16 lists each of the propositions and whether or not the data supported each of them.

Table 16. Proposition Results

Prop#	Proposition	Supported	Notes
1	Different factors influence effective communication for different types of media.	Yes	Table 5, Table 8, table 13, and both the proposed and revised models of communication effectiveness of different media illustrate that depending on the media, different factors will influence the effectiveness of the given media.
2	The effectiveness of a communications media varies across communications requirements.	Yes	Table 5 indicates the effectiveness of the five different media did vary, depending on the different factors that made up the communications requirement at the time.
3	The process of choosing the most effective media is multi-dimensional, rather than uni-dimensional.	Yes	The overlap among several of the media illustrated in Table 6 would indicate that media choice is multi-dimensional.
4	Urgency, Complexity, and Familiarity each account for separate variance in the effectiveness of communications media.	Partially	Table 8 and the proposed models for e-mail, telephone communications, voice mail, and written documentation indicated that each of the three factors did account for separate variance in the effectiveness of these media. There where, however, problems with the proposed model for face-to-face communications for which the research has no present explanation.
5	The severity of the consequences of inappropriate choice of media will be influenced by the Importance of the communications requirement, the Urgency of the communications requirement, the Complexity of the communications requirement, and the Familiarity of the communications requirement.	Partially	Table 4 supported the proposition for Information Importance, Urgency, and Complexity. However, Familiarity did not have any significant influence on the severity of the consequences for incompleteness, ineffectiveness, or inaccuracy.

V. Discussion

The results of this study have largely supported the theory that communications effectiveness is an outcome of media choice and that effectiveness of a media choice depends on communications requirements. The findings suggest that CT allows a more realistic and detailed explanation of why one media is more effective than another by stating that there are trade-offs between the factors, depending on the communications requirements. Through this more precise explanation, CT enables the inclusion of additional factors that can more precisely predict the effectiveness of media choices given differing communications requirements. These additional factors can be included because the multi-dimensionality of CT enables us to view effectiveness as a scale on which media's effectiveness vary in degree as they move along the scale, rather than looking at it along a continuum which locks each media into one value. This study also suggests that there are degrees of effectiveness among media that vary depending on the environment they are used in and the communication requirements. Instead of one media always being rich and another always being less rich, as stated by MRT researchers, each medium's effectiveness varies.

It is important to note that the high R^2 values for the final models for the five different media suggest that the factors used within the models are important predictors of the effectiveness of different media choices. The findings presented in Chapter IV provided evidence that there are several other factors in addition to Urgency, Complexity, and Familiarity that are important when examining media choice and effectiveness. Most obvious among these was the Importance of the Information, which was one of the factors on the final model for both face-to-face and telephone communication. However,

further examination of the tables and figures also pointed to the Interaction between Urgency and Complexity and the Reciprocal Nature of media as other factors that could play a role in media selection.

When looking at other factors that might influence media choice, the severity of consequences of inappropriate media choices should not be overlooked. There were significant correlations between these factors and Urgency, Complexity, and Familiarity (in the case of the expert correlation table, there were significant correlations between these factors and Urgency and Complexity, while in the beta weights table, there were significant correlations between these factors and Urgency, Complexity, and Familiarity). These significant correlations pointed out that as Urgency, Complexity, and Familiarity are increased, the severity of the consequences of inappropriate media choices vary.

Finally, it was found that managers do use effectiveness as an important criteria to judge media. As the data indicated, the effectiveness of media varied across the factors, so that in some cases the effectiveness of media overlapped, while in others their effectiveness diverged. This is a very important point, since in previous research the media were thought to be independent of each other. However, this does not appear to be the case. Also, because there are variations in the significance levels of the beta weights of factors such as Urgency, Complexity, Familiarity, Information Importance, and the Interaction between Urgency and Complexity, managers are evaluating these factors based on the trade-offs in view of different communications requirements, rather than evaluating media on the basis of a single construct, such as richness. This would indicate that there *is* an importance placed on the effectiveness of a media.

Implications

The most important point that can be taken from this study is that effectiveness is an important outcome of media choice. There have been few researchers examining media choice who have seriously examined the effectiveness of different media. However, as this study has indicated, examining how effective media are, rather than how rich or lean they are, significantly changes how we view managers' media choices. It must be admitted that studying effectiveness complicates the research of media selection, because it expands the degrees to which the media are more or less effective. Effectiveness allows the researcher to expand the number of factors that are examined by considering the severity of the consequences of bad media choices and the importance of the information. In this way, while the study becomes more complex, it gives a more realistic evaluation of the media and their use within the specific situation.

The new factors that were examined within this study were also important. The study showed that there were significant correlations among the three primary factors of Urgency, Complexity, and Familiarity, and factors such as the severe consequences of bad media choices, Information Importance, and the Reciprocal Nature of media. This would indicate that as further research is undertaken in the field of media choice, the list of factors which are studied should be expanded from the relatively small number that are presently being considered by researchers in the field. Closely related to this point, is the fact that the type of factors that are currently being measured should also be reconsidered. While current research has done a good job of focusing on certain elements within the organization, such as the elements of time and distance, there has not been as much of an emphasis on the negative aspects of media choice. As this study has shown, the negative

aspect of bad media choices is a key area within the study of media selection and should be investigated further.

Another significant implication of this study is that other theories, such as CT and Social Influence, should be re-examined for the contributions they can make toward the prediction of media choice. MRT provided what might be looked on as a very clear and concise interpretation of how to predict media choice using equivocality, uncertainty, and richness. However, in light of these findings, MRT's interpretation does not appear to be satisfactory and may need to be reconsidered to get a more accurate predictor of media choice.

The findings of this study also imply that the factors which define richness and make up the richness continuum are not satisfactory predictors of media choice. Media can not be classified with one value for every possible situation, their benefits vary depending on a multitude of factors, many of which MRT does not account for. The initial success of MRT indicated the desire for a simple, logical theory that would be easily applied to all situations. This strong desire for a theory might have been motivated by the increasing importance of organizational communications due to the advent of newer technologies. The problem is that the prediction of media choice is not as simple as current MRT findings indicate. Research into the factors that influence media choice will probably go on for years. Since every time a new technology or media is created, it shifts and changes the weights of the factors encompassed within the different communications requirements. Unfortunately, there would appear to be no easy answers in this area of research.

Limitations

There were several limitations that should be mentioned. The first were the scenarios themselves. Because of the researcher's lack of experience with both policy capturing and the creation of surveys in general, the scenarios were set in an Air Force environment, rather than a more general environment. Because of specific acronyms, ranks, and general military situations that were used within the scenarios, the survey could not be used outside of the Air Force environment for fear that civilian/non-DoD employees' answers would be biased due to a misunderstanding of the situation being described. This limitation eliminated a significant number of individuals that could have been potential survey takers and limit the generalizability of the results.

The time required to take a policy capturing survey was another concern. Because the estimated time for taking the survey was approximately two hours, most individuals divided the survey into several small chunks that they completed over a period of between four days to two weeks. There was concern that the amount of time it took to complete the survey would bias some of the answers toward the end of the survey. Possible frustration with the length of the survey and a desire to finish it more quickly would cause people to randomly answer questions in the final portions of the survey. It should be noted, however, that this did not appear to be a bias in the survey since there were not any significant trends found in the answers toward the end of the survey.

Another possible limitation was the scale used for questions five through ten on the manager/supervisors' survey. Several of the survey takers noted confusion over whether 1 or 5 was the highest or the lowest value. As well, on a significant number of

the surveys, the researcher noted that the answers for these questions on anywhere from five to 25 pages were either erased and reentered or scratched out and re-numbered in the space provided. Through a comparison of these answers with responses to questions 1 through 5, the researcher was able to determine that in only one case was there a serious concern that an individual had inverted their responses on questions six through ten for all scenarios. However, with a survey that is so time-consuming, every effort should be made to ensure that the survey taker can complete the survey in the least amount of time as possible and that aspects that might create frustration are reduced as much as possible.

Future Research

The first recommendation for future research is that a similar research project should be re-run and expanded to include a more generalized population. Although the findings from this study were very strong and gave some clear indications that MRT research should be revised, the limited survey population merits a second project which surveys a population with a more varied mix of individuals. If this secondary project were to find similar results, this would lend a great deal of support to a theory that diverges quite a bit from contemporary MRT thinking.

Another recommendation would be to expand the list of factors examined when considering media choice. Only a small number of factors were used in this study due to the limitations on manpower for the study. Specifically, the consequences of bad media choices should be further examined. These factors seemed to have a significant impact on the factors of Urgency, Complexity, and in one case, Familiarity. Also, the written documentation model should be reexamined with additional variables. This is because written documentation had three different models that all had very close R^2 values. The

impact of new factors that were not examined in this study might be able to indicate one specific model that was more complete than those examined here.

It would also be very interesting to see if similar findings on the predictive powers of effectiveness could be obtained by using a shorter survey instrument. While the strength of a policy capturing survey compared to a shorter survey is that the researcher does not need as large a population of subjects, some researchers have raised concerns over the use of policy capturing as a measurement instrument. Therefore, if the data obtained from more traditional surveys were able to provide similar findings to the conclusions found from the present research, this agreement among findings would lend even further support for effectiveness as a more realistic predictor of media choice than equivocality and uncertainty.

It is also recommended that further examination into the differences between uni-dimensionality and multi-dimensionality, which tie directly into both simplification versus trade-offs associated with factors, and richness versus effectiveness. This study attempted to tie in the factors that are examined in the field of Social Influence to help support the move toward a multi-dimensional scale. Further research on multi-dimensionality may find other or better predictors than effectiveness. Unfortunately, there was not enough time to complete a thorough examination of multi-dimensionality. However, this aspect appears to be touched on in both CT and Social Influence, and deserves further examination.

Conclusions

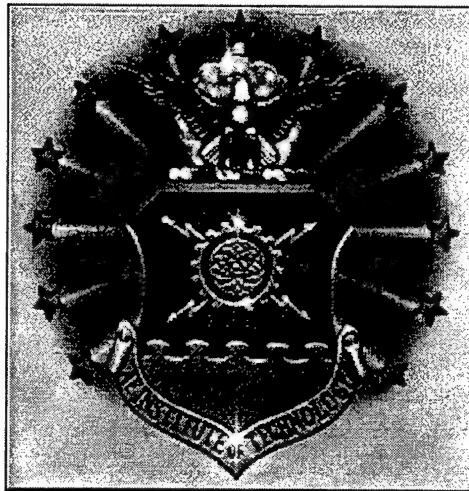
It is an irony that although the choice of communications media does matter in effectively relating the information from the sender to the receiver(s), little is known

about the factors which influence the choices of communications media. This study has attempted to better understand the factors which influence media choice by examining these choices from a relatively new point of view -- the effectiveness of media in meeting communications requirements. By taking beneficial aspects from CT and Social Influence Theory, such as the trade-offs of different communications requirements and the multi-dimensionality of media choice, statistically significant new models for examining how media are selected were created. These models allowed a closer understanding of how the factors of Urgency, Complexity, Familiarity, and Information Importance influence media selections.

It is important to remember that the understanding that has been gained from this study was brought about by a change in the way media choice is examined. This change was created by developing new criteria for examining how communications requirements influence media choice. Instead of considering the richness of a media, this research effort centered around the effectiveness of that media in meeting the communications requirements. The benefits of this reorientation were obvious from the high R^2 values and significant correlations that were achieved. These readings have shown that there needs to be a revision in how media choice is examined. It is quite clear that one of these revisions should be a movement toward effectiveness. Effectiveness is a critical outcome and should be examined in much greater detail.

Appendix A: Experts' Survey

**Situational Survey of
Communications Tasks**



**Capt David L. Hillman
GIR98S
Air Force Institute of Technology**

We need your help to determine the level of **URGENCY**, **COMPLEXITY**, and **FAMILIARITY** in approximately 50 scenarios that will be used in a study. The study's purpose is to evaluate manager's choices of communications media. Urgency is a time dimension, complexity refers to the volume or amount of detail in the information, while familiarity refers to the sender and receiver's shared experience or knowledge about the situation or procedure.

You should assume the scenarios take place within the confines of a United States Air Force base. Your task is to examine the differences in the levels of urgency, complexity, familiarity present in the situation and rate the strength of these factors. Therefore, please answer the questions after the scenarios with respect to the characteristics of the situation alone, independent of media choice.

Preliminary Questions

Please answer the following demographic questions prior to beginning the survey.

1. How long have you been in the Air Force? Years _____ Months _____
 2. How much experience do you have as a supervisor? Years _____ Months _____
 3. What is your primary AFSC (if applicable)? AFSC _____
 4. What is your gender? Male _____ Female _____
 5. How old are you? Years _____
 6. What is your rank? Rank _____
-

The two example scenarios which follow will help to illustrate the dimensions which this survey examines. Please answer the questions which follow the scenario. If you have any questions concerning the example scenarios or the questions, please ask them before continuing to the actual survey. The actual survey will begin with **Scenario 1**. All answers and data will be kept anonymous.

If you would like to submit comments on any scenarios or questions that were confusing, or on any scenarios you feel should be eliminated, please feel free to make those comments in the section provided on the last page. All comments and recommendations are greatly appreciated.

Example Scenario A

There has just been an explosion in the ammunition storage facility and Capt Willis, a munitions officer who was at the site when the explosion occurred, is tasked with obtaining information on the nature of the injuries of three survivors of the explosion. The information must be provided to the POC at the emergency room, Lt Col Norus, as soon as possible. Capt Willis has never been involved in a crisis situation before. Lt Col Norus' office is over a mile away.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Example Scenario B

The annual squadron Christmas party is a month away and it is Capt Franz's job to contact the five other officers in the squadron to find out if they can assist in the planning. The other officers are all majors and work at separate locations on the base, the closest of which is five blocks from Capt Franz's office building.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 1

Capt Andrews is appointed as the new Voting Officer for the squadron. Capt Andrews is expected to notify everyone in the squadron about how to contact the Voting Officer to register to vote. Capt Andrews realizes squadron members are probably not familiar with a recent change in procedures. Capt Andrews's squadron has a population of 360 active-duty military who must be contacted within 120 days.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 2

The flight commander, Capt Riggs, has just learned that an airman in the flight was seriously injured in a car accident. Capt Riggs knows that squadron policy requires the flight commander to contact the wing safety office immediately upon learning of an accident. The information will be used by the safety office to notify family members of the injured. The wing safety office is two blocks from the building in which Capt Riggs works. Capt Riggs has never reported an accident before and does not know the notification procedure.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 3

Having completed Voting Officer duties, Capt Murphy now must submit information to the wing's POC on the percentage of squadron members that used the Voting Officer to assist them in registering to vote. There are only two days until the report is due to Lt Col Maxwell who is in charge of the project for the wing. Capt Murphy does not know how the information is supposed to be submitted. Lt Col Maxwell's office is on the other side of base and Capt Andrews has several specific questions regarding the submission process that need to be answered before the information can be sent to Lt Col Maxwell.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 4

This morning, Capt Erickson was assigned to inventory and document all the personal belongings of a squadron member who was recently sent to prison. Capt Erickson has never preformed such a duty before. The report is due to the Legal Office in two weeks. Capt Erickson has several questions for TSgt Richards, the point of contact at the Legal Office, concerning some items in the inventory that appear to have been stolen from another member of the squadron. The Legal Office is located one block from Capt Erickson's building.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 5

Capt Maxwell is beginning to suspect that the flight's annual training reports which are due to the squadron training office are incomplete. To determine if this is true, Capt Maxwell wants to review all the flight training reports with the NCO's who are responsible for preparing them. Capt Maxwell decides to contact 15 supervisors who work in locations scattered across the base, and ask them to bring the reports to the captain's office right away.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 6

The Public Affairs Office has invited Capt Rodriguez to speak at a Chamber of Commerce luncheon for the second time this year. At this time, the Public Affairs Office only needs Capt Rodriguez to confirm willingness to attend the luncheon and provide the title of Capt Rodriguez's speech so they can give the Chamber of Commerce the information. The Public Affairs Office, which is across the street from Capt Rodriguez's office building, has asked for a reply back within two weeks. There is no need to send the speech to the Public Affairs Office point of contact, SrA Ricks, at this time.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 7

In preparation for an upcoming exercise, the squadron commander has asked Capt Jackson to inform 360 squadron members that they will have to check in to their duty sections every morning while the exercise is taking place. Supervisors had problems accounting for their personnel during the last exercise, and the squadron commander wants this information disseminated to all squadron members as soon as possible. Since this procedure is new, Capt Jackson suspects it may cause other problems which will have to be worked out on a case-by-case basis before the exercise begins.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 8

During a base exercise, Capt Jones learns that a vehicle carrying mission-essential squadron equipment was involved in a real-world traffic accident. Capt Jones must immediately provide detailed information on the condition of the equipment to the other five officers in the squadron. The squadron commander is in the command post, which is located on the other side of the base. The other four officers, who are all majors, are scattered across the base. The officers in the squadron work closely together during exercises and Capt Jackson is sure they know what to do when problems like this occur during an exercise.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 9

Capt Nickels is working the 1200 hrs to 0800 hrs shift at the command post. It is now 0400 hrs and Capt Nickels wants to go on lunch break. According to procedures, Capt Nickels must notify another squadron member before leaving the command post in case an emergency arises and the captain must be located. Capt Nickels decides to notify Lt Col Ray, although they have never worked together. The shift has been quiet. The only information to be conveyed is that Capt Nickels is taking lunch and the location.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 10

As flight commander, Capt Wilks learns that the wife of an airman in the flight just went into labor and was rushed to the hospital. Capt Wilks knows the airman must be notified of the situation immediately, since the doctors told the captain that the baby could be delivered at any time. The airman is presently involved in a Staff Assistance Visit at the Supply Squadron which is located half a mile away.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 11

Capt Barns has just been notified by the squadron commander that one of Capt Barns' sections received a marginal rating on safety during a recent Staff Assistance Visit. Capt Barns has three days to find out why the section did so poorly and report back to the commander. Capt Barns is not sure there is enough time, but decides to start by asking the NCO who supervises that duty section to explain what happened. The NCO works in an office down the hall from Capt Barns.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 12

A ground accident has taken place in which a pilot and crew chief were injured. Capt Reynolds is in charge of the personnel records section. There was a rumor that the pilot had a similar problem at another base. The wing safety officer, Lt Col Edger, asked Capt Reynolds to investigate it. Capt Reynolds did not find any evidence the rumor was true and needs to tell Lt Col Edger. Lt Col Edger's office is located in the building next to Capt Reynolds' building. This is the first time the two officers have worked together on such a project.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 13

One of the airmen in Capt Carpenter's flight has accused another airman of sexual harassment. The situation was not described clearly, and Capt Carpenter needs more details about what really happened. Capt Carpenter wants to relay the detailed requirements of the investigation to the airmen's supervisors, who are NCOs and work at opposite ends of the base. Capt Carpenter knows that the issue must be investigated in an expedient manner and that the rights of all the parties must be safeguarded. Both NCO's have investigated such cases before.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 14

As coach of the squadron softball team, Capt Dexter wants to notify members of the team where and when they will be playing in the regional play-offs in two weeks. Team members need to be given the time, date, location address, and a detailed explanation of how to get to the field at which the games will be played. The team has never played at this location before. Team members are located throughout the base, in several different buildings.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 15

As part of the preparations for the Wing's upcoming Operational Readiness Inspection (ORI), Capt Von was directed to develop new procedures for contacting all group commanders every two weeks to update them on the progress of each squadron's preparations for the ORI. Capt Von realizes the process will be very involved because of the complexity of the information required, however, with over six months before the exercise begins, there will be plenty of time to solve any problems that are identified. Capt Von is not sure exactly what information is needed for the updates, and needs to contact the group commanders for help in designing the reports.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 16

Two days ago, the Wing Commander asked Capt Francis to try to determine why there has been an increase in DUI (Driving Under the Influence) offenses. At 1000 hrs this morning, the Wing Commander asks for an update on the project by the end of the day. Capt Francis realizes this will be a very complex task since three DUIs occurred during the week and there has not been time to complete the report; the captain will have to contact the three squadron's first sergeants who are in different locations on base, the closest no less than two miles from Capt Francis' office. The first sergeants are unfamiliar with this project.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 17

In 30 days the hospital needs a listing of squadron members who require immunizations before they can travel overseas on a deployment. Before completing the report, Capt Kline wants to ask the 112 individuals who have received flu shots to review shot records to ensure their accuracy. These individuals, all of whom are enlisted, are located at 23 different duty sections scattered throughout the base.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 18

An officer in Capt Jeffery's flight has just been seriously injured in a car accident. Capt Jeffery must immediately inform the officer's wife, who works on base at one of the Services Squadron's facilities, which is four buildings down from Capt Jeffery's office building. Because the doctors gave Capt Jeffery very little information when they called, Capt Jeffery can tell her only the basic facts - there has been an accident and her husband is listed in critical condition at the base hospital.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 19

Capt Underhill is on the planning committee for the 50th Anniversary Air Force Birthday Banquet. It is 0800 hrs, three days before the event and Capt Underhill just found out that the Air Force band that was scheduled will not be able to play. The banquet project officer, Lt Col Max, has asked Capt Underhill to collect detailed information on other possible bands that might be able to play at the banquet and brief Lt Col Max by the close of business today. Capt Underhill has only worked with Lt Col Max twice during the course of the project and so is unfamiliar with how Lt Col Max would like the information presented.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 20

Lt Col West, the Logistics Group Commander, requested that Capt Briggs compile current AFSC's (Air Force Specialty Codes) on all active duty members within the Logistics Group for an upcoming exercise in Saudi Arabia. Because of the stringent skill requirements, Lt Col West also asked that Capt Briggs include specific information on all previous AFSC's and any military training schools/courses the individuals have taken in their career. Since a decision on who to send is not needed for at least four months, there is no rush. Capt Briggs has never actually worked with Lt Col West before.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 21

A no-notice base exercise has just begun and Capt Yancy, whose job is to keep the squadron recall roster up to date, needs to notify TSgt Langston, the individual who will be collecting and documenting the information, that the exercise has begun. TSgt Langston works on the floor below Capt Yancy. The first report Capt Yancy will have to make to the squadron commander will be in just one-half hour. Capt Yancy and TSgt Langston have been meeting three times a week for the past three weeks in preparation for the exercise.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 22

Maj Wimberly needs information on all the TDY's that members of Capt Sanders' flight have gone on in the past year to estimate next year's TDY budget. Maj Wimberly needs the TDY location, total cost of the TDY, dates, reasons for the TDY, and the name of the person who went on the TDY. Maj Wimberly stated the information is needed in three weeks. Capt Sanders and Maj Wimberly have worked on several similar activities together over the past year-and-a-half. Maj Wimberly's office is located on the floor below Capt Sanders' office.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 23

SrA Hicks in Capt Williams' flight has just been chosen for a real world deployment. SrA Hicks must be contacted immediately, and is scheduled to depart in 12 hours. There is an elaborate checklist with specific instructions on base agencies that must be contacted prior to leaving and 73 separate pieces of equipment that the airman will be responsible for taking. Capt Williams must ensure that SrA Hicks receives and understands the checklist instructions and responsibilities. SrA Hicks works in an office five blocks from Capt Williams' building and has already participated in a similar event.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 24

Capt Egan's family is coming to visit at Christmas and Capt Egan is making travel arrangements for them. It is the month of September. After calling the family and getting the flight they would like best, Capt Egan now needs to contact the travel agent on the other side of the base to give the agent the flight date and time. This will be the first time that Capt Egan has contacted the travel agent.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 25

A helicopter crashes on the flightline as it is coming in for a landing. The wing safety office asks that Capt Chan compile detailed information on the three enlisted crewmen. Because there may be casualties and family members must be notified, time is of the essence. Since the information is not immediately available, Capt Chan will have to contact the crewmen's supervisors to verify the information. Capt Chan, whose office is on the other side of the base from the supervisors', has never worked with them on a real-world crisis such as this one.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 26

It is Monday morning and Capt Scott, who has been asked to verify that the new commander's biography is up to date, cannot find it in the unit files. The biography will need to be at the printers by 0800 hrs Wednesday where it will be part of the wing's new-comers booklet. Unfortunately, the commander is TDY for two weeks and cannot be reached. A new biography will have to be created. Capt Scott wants to check with the commander's wife to verify that the biographical information is correct. The commander's wife lives one-and-a-half miles from Capt Scott's building.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 27

The commander asked Capt Taylor to invite the other six officers in the squadron to Thanksgiving dinner at his house. They are all majors and lieutenant colonels, and work in the same building as Capt Taylor. Capt Taylor is only required to tell the officers the time, date, and location of the dinner which is an annual event. Thanksgiving is two weeks away.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 28

Capt Zack was in charge of conducting a survey of the squadron enlisted members to determine whether the new dining facility has improved their quality of life. The survey is now complete and the group commander, Col Baxter, wants to hear the results right away. Although Capt Zack has met four times over the past two months with Col Baxter on survey issues, Col Baxter has some specific questions concerning the project that need to be answered now. Col Baxter's office is located three floors above Capt Zack's office, but it is hard to get on Col Baxter's schedule.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 29

Capt Titus has been given a week to decide whether or not to attend a training class in quality management. Before Capt Titus can answer, the captain must first have a detailed review of the duty section's status with the flight's five NCOICs to ensure there will be no problems while the captain is gone. All five of the NCOICs work in the same building as Capt Titus, but four of the NCOICs have only been in the captain's flight for a month.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 30

Lt Col Martin from the base legal office is preparing to prosecute an airman in Capt Alexis' flight at a courts martial that begins today; however, Lt Col Martin does not have all the necessary information. The missing information is very detailed, but it is available both in electronic and hard copy. It is critical that finding the information be placed as a top priority for Capt Alexis since Lt Col Martin did not contact Capt Alexis until 1000 hrs and the courts martial starts at 1300 hrs. The base legal office is one mile from Capt Alexis' office.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 31

A tornado just touched down near base and the Wing Commander instructed all commanders to report any injuries or damage caused by the tornado. Capt Harvey must immediately contact all squadron offices and give them specific instructions on how to report injuries or damage in their sections. There are 34 offices in eight different buildings located throughout the base. (You may assume that phone lines and other types of communication are still in working order.) Since a tornado has never struck the area before, this is the first time the base has dealt with a real-world crisis such as this.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 32

The Operations Group Commander, Col Henry, is concerned about the high no-show rate for enlisted promotion testing. At 1000 hrs Col Henry asks Capt Franz to forward the number of no-shows for the Operations Group right away so the colonel will have the exact figure at today's wing staff meeting at 1300 hrs. Col Henry and Capt Franz worked together on the same problem when they were stationed together at a previous assignment. Col Henry's office is five blocks from Capt Franz's.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 33

As Secretary of the Company Grade Officer's Council (CGOC), Capt Cambell is responsible for asking the 45 CGOC members to nominate candidates for positions in the CGOC. The elections are still six weeks away. The 45 members of the CGOC are located at 33 different office buildings throughout the base. Capt Cambell has been briefing election information to CGOC members at the past three CGOC meetings.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 34

As the acting squadron section commander, Capt Winters needs to notify an airman who has been selected for random urinalysis testing. The airman must sign a RIP in Capt Winters' office and then go to the Base Hospital for a urinalysis test. The airman has only two hours to report to the hospital laboratory and works several blocks from Capt Winters' building.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 35

The squadron commander is TDY for two weeks and the acting squadron commander, Maj Wright, left a message asking if Capt Winthrop knows where the commander's schedule for the following week is kept. It's Wednesday and Maj Wright will need the schedule by Friday afternoon. Capt Winthrop just found the schedule and wants to inform Maj Wright, who is six blocks away.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 36

Today is the last day Capt Norton can volunteer to join the base quality improvement team and the squadron commander has finally approved the captain's application. Capt Norton's supervisor, quality team sponsor, and the base quality office must be informed if the captain decides to apply for the position. There is very little time left, since it is presently 1200 hrs and the base quality office closes at 1600 hrs. Everyone who must be informed works at least a half mile from Capt Norton's office. Capt Norton has worked with them for over two months in preparing for the selection process.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 37

Capt Winchester is contacted by the Security Police, who explain that a member of Capt Winchester's flight is suspected of taking part in a crime. Capt Winchester decides to find out more about the airman's activities by immediately contacting the airman's supervisor, as well as the NCOIC of the duty section, and two of the airman's friends. All four of the individuals work in the same duty location as Capt Winchester. The airman could face arrest and trial proceedings.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 38

While preparing leave paperwork, Capt Gardner notices there is a discrepancy in the number of available days of leave on the most recent LES. Capt Gardner knows that the assistance of both SrA Witt from the orderly room and SrA Kennedy from the finance office are needed to help fix the problem. These individuals assisted the captain the last time there was a similar problem.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 39

Capt Ryan was asked to find a volunteer to head up the annual Air Force Aid fund drive. The fund drive kick-off will not be for three months. Only a simple notification needs to be sent out to ask squadron members if they are interested in applying for the position. This will be the first time that squadron members have heard about the fund drive.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 40

With only four days before seven members in Capt Millin's flight will be leaving for a two month TDY overseas, the captain learns that there may be a problem with their shot records and training reports. No one has verified that all the information is up to date. Capt Millin knows that verifying these records will be difficult, but out of date records could prevent the individuals from going TDY. Capt Millin decides to contact the individuals' supervisors and ask them to help in the verification process. All the supervisors work in the same building as Capt Millin and they have all been working closely with the captain for weeks in preparation for the TDY.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 41

After checking out a rumor that an Enlisted Performance Report was prepared improperly, Capt Simons needs to tell the squadron commander that the rumor was false. Capt Simons has ample time to organize the information. The squadron commander's office is on the floor below Capt Simons'.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 42

Capt Morgan and several other captains will be attending a conference on the West Coast in two weeks. Capt Morgan thinks that it would be best if they rented a van at the conference and carpool, and wants to contact each individual and ask them if this would be satisfactory. The officers work in different buildings on base, but have gotten together several times to discuss plans for the conference.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 43

Capt Karver is scheduled to talk about Air Force career opportunities to a Reserve Officer Training Class (ROTC) class that will be visiting the base next month. Capt Karver knows there is plenty of time to compose the speech, however, to ensure the speech is appropriate for the students, the captain wants to try it out on several field grade officers who have acted as mentors to the captain on similar issues. All of them work in offices at least four blocks from Capt Karver's office building.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 44

Capt O'Hara has received word from the Military Personnel Flight (MPF) that another captain will be arriving on base in less than a week to replace Capt O'Hara as flight commander. The present assignment is very important to Capt O'Hara's career progression and Capt O'Hara wants to keep the job. Capt O'Hara will need to immediately contact the squadron commander and several friends who are field grade officers about this problem. Capt O'Hara has talked with these individuals on several previous occasions about career progression.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 45

Capt Warren's military vehicle, which is used for general flight business, stalls out on a regular basis. Since no one in the flight has been able to figure out the problem, Capt Warren decides to contact a friend, Maj Sills, who is a flight commander at the Transportation Squadron and who knows a great deal about engines. Maj Sills' office is approximately two miles from Capt Warren's office.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 46

When an individual with a rare blood type is seriously injured Capt Washington, who has the same blood type, is asked to donate blood. Because the individual's life could be at stake, the hospital has requested Capt Washington contact SrA Sills as soon as possible. Capt Washington needs only give a yes or no answer when contacting SrA Sills. The hospital is half a mile from Capt Washington's office. Capt Washington is not familiar with the blood donation process.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 47

A natural gas pipe has burst in the office building in which Capt Verona works and it is up to Capt Verona to immediately spread the word for everyone to evacuate the building. Capt Verona decides to notify all the NCOICs and have them contact everyone in their duty sections. To ensure that all members of the squadron who work in the building are accounted for, Capt Verona will need to ensure the NCOICs understand how to properly get everyone out of the building without causing the gas to explode.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 48

SrA Russell's birthday is tomorrow. Capt Baxter, who is Russell's boss, wants to notify everyone in the duty section of the time and date of the celebration without letting SrA Russell know. There are six enlisted personnel in Capt Baxter's immediate duty section.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 49

Capt Oliver slipped on an icy sidewalk and is being treated for a broken arm at the base hospital. Capt Oliver was supposed to administer the oath at a promotion ceremony in about an hour, but now another officer will need to be found to administer the oath. There is very little time, but Capt Oliver knows of three field grade officers who have been the presiding officer at many promotion ceremonies and would be appropriate choices to administer the oath. Capt Oliver will simply need to contact these officers and ask if one of them would fill in.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 50

Capt Donaldson has been told to notify all squadron members that the base's procedures for sending individuals on deployments have been revised. The notification will include a detailed explanation of the changes. The squadron has 254 members located in 16 different buildings on base. Although the next deployment is not for six months, if the new procedures are not properly implemented, the deployment could be negatively impacted.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 51

TSgt Randel was injured during a sporting event and is recovering in the hospital. Because TSgt Randel had only arrived in the squadron two weeks prior to the accident, Capt Winston did not have the opportunity to get to know the NCO very well. Today the squadron commander has asked Capt Winston to check on TSgt Randel and see if the sergeant needs anything. The commander says that there is no hurry and that this is primarily to cheer up TSgt Randel during recovery.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 52

Capt Sheffield has been instructed to tell Maj Turner to report to the Wing Commander's office immediately. Because the major has been working on a very important project for the Wing Commander, Capt Sheffield has had to give these same instructions to Maj Turner several times over the past two months. Maj Turner is presently in a building two blocks from Capt Sheffield's office.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 53

Capt Samuels has just found out that an airman in the captain's flight, SrA Minor, was not told to be at the units' practice interview board for airman of the quarter. Capt Samuels realizes that it is imperative SrA Minor participate in the unit practice board since the airman is scheduled to compete at the wing level. Capt Samuels finds out that SrA Minor is working at an office on the other side of the base. Capt Samuels needs to get a simple message to SrA Minor stating the building and room number the airman will need to report to.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

Scenario 54

During a base exercise, Capt Henry is told that the squadron's commander was simulated to have been taken prisoner. Capt Henry knows that the second highest ranking officer in the squadron, Lt Col Kent, must be informed of the situation immediately so that he/she can take command of the squadron. Lt Col Kent, who has not yet been told of the commander's capture, is located in the building next to the one that Capt Henry is presently working in.

Based on the scenario you just read...

1. Compared with the sender, is the receiver(s) position in the organization:

- | | |
|--------------------|---------------------|
| A. Very much lower | D. Slightly higher |
| B. Slightly lower | E. Very much higher |
| C. About the same | |

2. How **MUCH** physical distance is there between the sender and receiver?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

3. How **URGENT** is the situation?

- | | |
|----------------------|---------------------|
| A. Not urgent at all | D. Very urgent |
| B. Slightly urgent | E. Extremely urgent |
| C. Moderately urgent | |

4. How **COMPLEX** is the information?

- | | |
|-----------------------|----------------------|
| A. Not complex at all | D. Very complex |
| B. Slightly complex | E. Extremely complex |
| C. Moderately complex | |

5. How **MUCH** information needs to be communicated?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

6. How **FAMILIAR** is this subject to the sender?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

7. How **FAMILIAR** is this subject to the receiver(s)?

- | | |
|------------------------|-----------------------|
| A. Not familiar at all | D. Very familiar |
| B. Slightly familiar | E. Extremely familiar |
| C. Moderately familiar | |

8. How **MUCH** do the sender and receiver need to communicate back and forth to ensure the information is understood correctly?

- | | |
|------------------------|------------------------|
| A. A very small amount | D. A large amount |
| B. A small amount | E. A very large amount |
| C. A moderate amount | |

9. How **IMPORTANT** to the sender and receiver is the information described in this situation?

- | | |
|-------------------------|------------------------|
| A. Not important at all | D. Very important |
| B. Slightly important | E. Extremely important |
| C. Moderately important | |

10. How damaging are the consequences of **INCOMPLETE** communication (i.e., some people who need the information do not get it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

11. How damaging are the consequences of **INACCURATE** communication (i.e. people receive information that is not accurate)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |

12. How damaging are the consequences of **INEFFECTIVE** communication (i.e. people who receive information are not able to interpret it)?

- | | |
|----------------------|---------------------|
| A. Not severe at all | D. Very severe |
| B. Slightly severe | E. Extremely severe |
| C. Moderately severe | |
-

COMMENTS

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

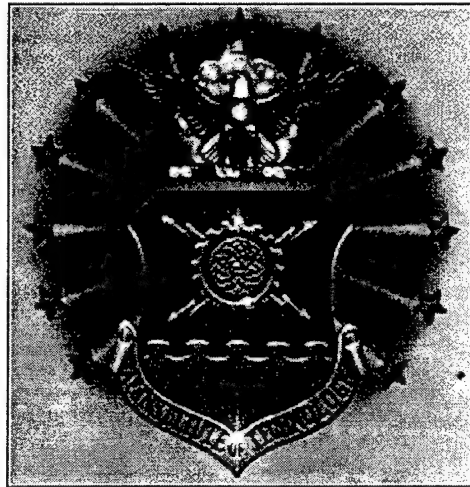
Appendix B: Original and Randomized Scenarios

Rand Order	Org/Comp		Original Scenario #	Revised Scenario #
10	HL		10	1
26	MH		26	2
46	HL		46	3
2	MM		2	4
20	LH		20	5
30	HH		30	6
5	MM		5	7
4	MH		4	8
48	ML		48	9
47	HM		47	10
24	LM		24	11
19	HH		19	12
6	LL		6	13
16	HH		16	14
36	HL		36	15
21	HL		21	16
29	LM		29	17
31	HH		31	18
22	LH		22	19
14	LM		14	20
27	LL		27	21
23	HH		23	22
41	LM		41	23
44	MH		44	24
9	LL		9	25
40	HM		40	26
42	ML		42	27
50	MH		50	28
13	MH		13	29
45	LM		45	30
25	HH		25	31
43	LM		43	32
54	HL		54	33
37	HH		37	34
15	MH		15	35
18	HL		18	36
49	ML		49	37
39	LL		39	38
3	LM		3	39
7	MM		7	40
53	ML		53	41
38	LM		38	42
1	LM		1	43
35	LM		35	44
32	ML		32	45
11	HH		11	46
52	HL		52	47
28	MH		28	48
8	HH		8	49
34	ML		34	50
17	LM		17	51
33	LL		33	52
12	MM		12	53
51	MM		51	54

Appendix C: Initial Expert Proportions

Scenario	Category	r1	r2	r3	r4	r1/r2	r1/r3	r1/r4	r2/r3	r2/r4	r3/r4	r2/r1	r3/r1	r4/r1	r3/r2	r4/r2	r4/r3
1	10	1	1	1	2	1.00	1.00	0.50	1.00	0.50	0.50	1.00	1.00	2.00	1.00	2.00	2.00
2	10	2	3	5	4	0.67	0.40	0.50	0.60	0.75	1.25	1.50	2.50	2.00	1.67	1.33	0.80
3	10	1	1	2	1	1.00	0.50	1.00	0.50	1.00	2.00	1.00	2.00	1.00	2.00	1.00	0.50
4	10	1	2	3	3	0.50	0.33	0.33	0.67	0.67	1.00	2.00	3.00	3.00	1.50	1.50	1.00
5	10	1	2	3	4	0.50	0.33	0.25	0.67	0.50	0.75	2.00	3.00	4.00	1.50	2.00	1.33
6	10	1	2	1	1	0.50	1.00	1.00	2.00	2.00	1.00	2.00	1.00	1.00	0.50	0.50	1.00
7	10	2	2	3	4	1.00	0.67	0.50	0.67	0.50	0.75	1.00	1.50	2.00	1.50	2.00	1.33
8	10	3	3	3	5	1.00	1.00	0.60	1.00	0.60	0.60	1.00	1.00	1.67	1.00	1.67	1.67
9	10	1	3	2	5	0.33	0.50	0.20	1.50	0.60	0.40	3.00	2.00	5.00	0.67	1.67	2.50
10	10	2	4	3	3	0.50	0.67	0.67	1.33	1.33	1.00	2.00	1.50	1.50	0.75	0.75	1.00
11	10	3	2	3	5	1.50	1.00	0.60	0.67	0.40	0.60	0.67	1.00	1.67	1.50	2.50	1.67
12	10	3	3	3	4	1.00	1.00	0.75	1.00	0.75	0.75	1.00	1.00	1.33	1.00	1.33	1.33
13	10	4	3	3	4	1.33	1.33	1.00	1.00	0.75	0.75	0.75	0.75	1.00	1.00	1.33	1.33
14	10	1	2	2	2	0.50	0.50	0.50	1.00	1.00	1.00	2.00	2.00	2.00	1.00	1.00	1.00
15	10	2	4	3	4	0.50	0.67	0.50	1.33	1.00	0.75	2.00	1.50	2.00	0.75	1.00	1.33
16	10	2	3	3	3	0.67	0.67	0.67	1.00	1.00	1.00	1.50	1.50	1.00	1.00	1.00	1.00
17	10	2	2	3	5	1.00	0.67	0.40	0.67	0.40	0.60	1.00	1.50	2.50	1.50	2.50	1.67
18	10	3	3	4	3	1.00	0.75	1.00	0.75	1.00	1.33	1.00	1.33	1.00	1.33	1.00	0.75
19	10	2	2	3	4	1.00	0.67	0.50	0.67	0.50	0.75	1.00	1.50	2.00	1.50	2.00	1.33
20	10	2	3	3	4	0.67	0.67	0.50	1.00	0.75	0.75	1.50	1.50	2.00	1.00	1.33	1.33
21	10	2	3	3	4	0.67	0.67	0.50	1.00	0.75	0.75	1.50	1.50	2.00	1.00	1.33	1.33
22	10	2	2	3	2	1.00	0.67	1.00	0.67	1.00	1.50	1.00	1.50	1.00	1.50	1.00	0.67
23	10	3	4	3	5	0.75	1.00	0.60	1.33	0.80	0.60	1.33	1.00	1.67	0.75	1.25	1.67
24	10	1	2	1	4	0.50	1.00	0.25	2.00	0.50	0.25	2.00	1.00	4.00	0.50	2.00	4.00
25	10	3	4	4	5	0.75	0.75	0.60	1.00	0.80	0.80	1.33	1.33	1.67	1.00	1.25	1.25
26	10	2	1	2	3	2.00	1.00	0.67	0.50	0.33	0.67	0.50	1.00	1.50	2.00	3.00	1.50
27	10	1	1	2	4	1.00	0.50	0.25	0.50	0.25	0.50	1.00	2.00	4.00	2.00	4.00	2.00
28	10	1	3	2	3	0.33	0.50	0.33	1.50	1.00	0.67	3.00	2.00	3.00	0.67	1.00	1.50
29	10	2	2	2	3	1.00	1.00	0.67	1.00	0.67	0.67	1.00	1.00	1.50	1.00	1.50	1.50
30	10	3	4	4	5	0.75	0.75	0.60	1.00	0.80	0.80	1.33	1.33	1.67	1.00	1.25	1.25
31	10	3	4	4	5	0.75	0.75	0.60	1.00	0.80	0.80	1.33	1.33	1.67	1.00	1.25	1.25
32	10	2	2	2	3	1.00	1.00	0.67	1.00	0.67	0.67	1.00	1.00	1.50	1.00	1.50	1.50
33	10	1	1	1	1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
34	10	2	4	4	2	0.50	0.50	1.00	1.00	2.00	2.00	2.00	2.00	1.00	1.00	0.50	0.50
35	10	2	3	2	4	0.67	1.00	0.50	1.50	0.75	0.50	1.50	1.00	2.00	0.67	1.33	2.00
36	10	2	2	2	2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
37	10	4	4	4	5	1.00	1.00	0.80	1.00	0.80	0.80	1.00	1.00	1.25	1.00	1.25	1.25
38	10	1	2	2	1	0.50	0.50	1.00	1.00	2.00	2.00	2.00	2.00	1.00	1.00	0.50	0.50
39	10	1	1	1	1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
40	10	3	3	3	5	1.00	1.00	0.60	1.00	0.60	0.60	1.00	1.00	1.67	1.00	1.67	1.67
41	10	1	3	2	2	0.33	0.50	0.50	1.50	1.50	1.00	3.00	2.00	2.00	0.67	0.67	1.00
42	10	1	2	2	1	0.50	0.50	1.00	1.00	2.00	2.00	2.00	2.00	1.00	1.00	0.50	0.50
43	10	1	1	2	1	1.00	0.50	1.00	0.50	1.00	2.00	1.00	2.00	1.00	2.00	1.00	0.50
44	10	2	3	3	2	0.67	0.67	1.00	1.00	1.50	1.50	1.50	1.50	1.00	1.00	0.67	0.67
45	10	1	1	2	2	1.00	0.50	0.50	0.50	0.50	1.00	1.00	2.00	2.00	2.00	2.00	1.00
46	10	5	5	4	5	1.00	1.25	1.00	1.25	1.00	0.80	1.00	0.80	1.00	0.80	1.00	1.25
47	10	5	5	5	5	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
48	10	1	1	1	1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
49	10	2	3	3	1	1.00	0.67	2.00	0.67	2.00	3.00	1.00	1.50	0.50	1.50	0.50	0.33
50	10	2	3	3	5	0.67	0.67	0.40	1.00	0.60	0.60	1.50	1.50	2.50	1.00	1.67	1.67
51	10	1	2	1	2	0.50	1.00	0.50	2.00	1.00	0.50	2.00	1.00	2.00	0.50	1.00	2.00
52	10	3	3	3	3	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
53	10	2	3	2	3	0.67	1.00	0.67	1.50	1.00	0.67	1.50	1.00	1.50	0.67	1.00	1.50
54	10	3	2	3	5	1.50	1.00	0.60	0.67	0.40	0.60	0.67	1.00	1.67	1.50	2.50	1.67
1	11	1	2	1	2	0.50	1.00	0.50	2.00	1.00	0.50	2.00	1.00	2.00	0.50	1.00	2.00
2	11	2	3	5	4	0.67	0.40	0.50	0.60	0.75	1.25	1.50	2.50	2.00	1.67	1.33	0.80
3	11	1	2	2	1	0.50	0.50	1.00	1.00	2.00	2.00	2.00	2.00	1.00	1.00	0.50	0.50
4	11	1	2	3	3	0.50	0.33	0.33	0.67	0.67	1.00	2.00	3.00	3.00	1.50	1.50	1.00
5	11	1	2	3	4	0.50	0.33	0.25	0.67	0.50	0.75	2.00	3.00	4.00	1.50	2.00	1.33
6	11	1	2	1	1	0.50	1.00	1.00	2.00	2.00	1.00	2.00	1.00	1.00	0.50	0.50	1.00
7	11	2	2	3	4	1.00	0.67	0.50	0.67	0.50	0.75	1.00	1.50	2.00	1.50	2.00	1.33
8	11	3	3	3	5	1.00	1.00	0.60	1.00	0.60	0.60	1.00	1.00	1.67	1.00	1.67	1.67
9	11	2	2	2	5	1.00	1.00	0.40	1.00	0.40	0.40	1.00	1.00	2.50	1.00	2.50	2.50
10	11	2	3	3	3	0.67	0.67	0.67	1.00	1.00	1.00	1.50	1.50	1.50	1.00	1.00	1.00
11	11	3	2	3	5	1.50	1.00	0.60	0.67	0.40	0.60	0.67	1.00	1.67	1.50	2.50	1.67
12	11	4	3	3	4	1.33	1.33	1.00	1.00	0.75	0.75	0.75	0.75	1.00	1.00	1.33	1.33
13	11	4	3	3	4	1.33	1.33	1.00	1.00	0.75	0.75	0.75	0.75	1.00	1.00	1.33	1.33
14	11	1	2	2	2	0.50	0.50	0.50	1.00	1.00	1.00	2.00	2.00	2.00	1.00	1.00	1.00
15	11	2	4	3	5	0.50	0.67	0.40	1.33	0.80	0.60	2.00	1.50	2.50	0.75	1.25	1.67
16	11	2	3	3	3	0.67	0.67	0.67	1.00	1.00	1.00	1.50	1.50	1.50	1.00	1.00	1.00
17	11	2	2	3	3	1.00	0.67	0.67	0.67	0.67	1.00	1.00	1.50	1.50	1.50	1.50	1.00
18	11	3	3	4	3	1.00	0.75	1.00	0.75	1.00	1.33	1.00	1.33	1.00	1.33	1.00	0.75
19	11	2	2	3	4	1.00	0.67	0.50	0.67	0.50	0.75	1.00	1.50	2.00	1.50	2.00	1.33

**Situational Survey of
Communications Media**



**Capt David L. Hillman
GIR98S
Air Force Institute of Technology**

This study's purpose is to evaluate managers' choices of communications media.

You should assume the scenarios take place within the confines of a United States Air Force base and that all of the media choices listed are available to the sender and receiver(s). Each scenario has fifteen questions listed below it and these questions are divided up into three groups. The first group of five questions asks you to rate the EFFECTIVENESS of each media choice. The second group of five questions asks you to RANK the media choices (please only assign each rank once). The final group of five questions asks you to rate several of the dimensions encompassed within each of the scenarios. It should be noted that URGENCY is a time dimension, COMPLEXITY refers to the volume or amount of detail in the information, FAMILIARITY refers to the sender and receiver's shared experience or knowledge about the situation or procedure, RANK refers to the difference in military ranks between the sender and receiver(s), while DISTANCE refers to the physical distance between the sender and receiver(s). Please clearly make your marks on this survey so that your answers are not misunderstood.

Preliminary Questions

Please answer the following demographic questions prior to beginning the survey.

1. How long have you been in the Air Force? Years _____ Months _____
 2. How much experience do you have as a supervisor? Years _____ Months _____
 3. What is your primary AFSC (if applicable)? AFSC _____
 4. What is your gender? Male _____ Female _____
 5. How old are you? Years _____
 6. What is your rank? Rank _____
-

The two example scenarios which follow will help to illustrate the dimensions which this survey examines. Please review how the questions were answered for the two example scenarios. The actual survey will begin with **Scenario 1**. All answers and data will be kept anonymous.

Do not feel that the survey must be completed "at one sitting." You may break up the survey into sections and complete it over several days if that will make the survey easier to complete. If you would like to submit comments, please make those comments in the section provided on the last page. All comments and recommendations are greatly appreciated.

Please return the completed survey within two weeks to my AFIT mail box, listed under the name "Hillman," in the LA School copier room, on the third floor of Building 641. If you have any questions, please feel free to contact me.

DAVID L. HILLMAN, Capt, USAF
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Example Scenario A

There has just been an explosion in the ammunition storage facility and Capt Willis, a munitions officer who was at the site when the explosion occurred, is tasked with obtaining information on the nature of the injuries of three survivors of the explosion. The information must be provided to the POC at the emergency room, Lt Col Norus, as soon as possible. Capt Willis has never been involved in a crisis situation before. Lt Col Norus' office is over a mile away.

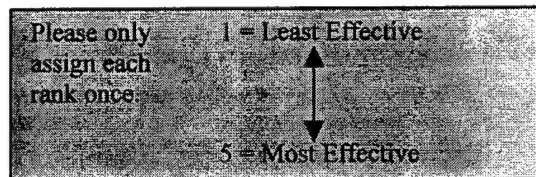
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Face-to-face.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
4. Written documentation.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- | | |
|----------------------------|-------|
| 6. Face-to-face. | _____ |
| 7. E-mail. | _____ |
| 8. Telephone. | _____ |
| 9. Voice mail | _____ |
| 10. Written documentation. | _____ |



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT

Example Scenario B

The annual squadron Christmas party is a month away and it is Capt Franz's job to contact the five other officers in the squadron to find out if they can assist in the planning. The other officers are all majors and work at separate locations on the base, the closest of which is five blocks from Capt Franz's office building.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
4. Written documentation.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____

Please only
assign each
rank once.

1 = Least Effective
↑
↓
5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT

Survey Begins on Next Facing Page.

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Scenario 1

As flight commander, Capt Wilks learns that the wife of an airman in the flight just went into labor and was rushed to the hospital. Capt Wilks knows the airman must be notified of the situation immediately since the doctors told the captain that the baby could be delivered at any time. The airman is presently involved in a Staff Assistance Visit at the Supply Squadron which is located half a mile away.

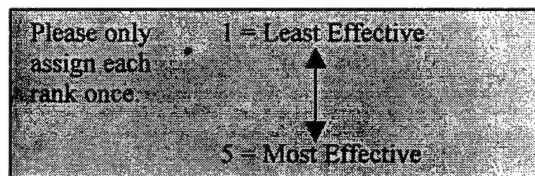
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Face-to-face.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
4. Written documentation.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

6. Face-to-face. _____
7. E-mail. _____
8. Telephone. _____
9. Voice mail _____
10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT

Scenario 2

It is Monday morning and Capt Scott, who has been asked to verify that the new commander's biography is up to date, cannot find it in the unit files. The biography will need to be at the printers by 0800 hrs Wednesday where it will be part of the wing's new-comers booklet. Unfortunately, the commander is TDY for two weeks and cannot be reached. A new biography will have to be created. Capt Scott wants to check with the commander's wife to verify that the biographical information is correct. The commander's wife lives one-and-a-half miles from Capt Scott's building.

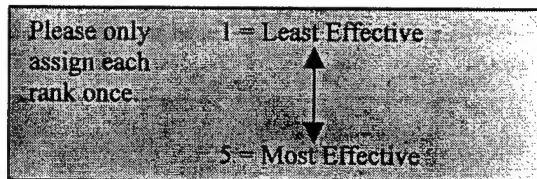
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

	1	2	3	4	5		
1. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

	1	2	3	4	5		
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 3

When an individual with a rare blood type is seriously injured Capt Washington, who has the same blood type, is asked to donate blood. Because the individual's life could be at stake, the hospital has requested Capt Washington contact SrA Sills as soon as possible. Capt Washington needs only give a yes or no answer when contacting SrA Sills. The hospital is half a mile from Capt Washington's office. Capt Washington is not familiar with the blood donation process.

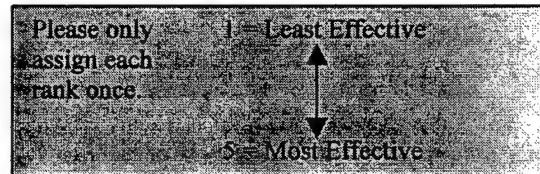
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Telephone.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
3. E-mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
4. Written documentation.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- | | |
|----------------------------|-------|
| 6. Face-to-face. | _____ |
| 7. E-mail. | _____ |
| 8. Telephone. | _____ |
| 9. Voice mail | _____ |
| 10. Written documentation. | _____ |



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT

Scenario 4

The flight commander, Capt Riggs, has just learned that an airman in the flight was seriously injured in a car accident. Capt Riggs knows that squadron policy requires the flight commander to contact the wing safety office immediately upon learning of an accident. The information will be used by the safety office to notify family members of the injured. The wing safety office is two blocks from the building in which Capt Riggs works. Capt Riggs has never reported an accident before and does not know the notification procedure.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Written documentation.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
3. E-mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
4. Telephone.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____

Please only
assign each
rank once.

1 = Least Effective
↑
↓
5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT

Scenario 5

Lt Col West, the Logistics Group Commander, requested that Capt Briggs compile current AFSCs (Air Force Specialty Codes) on all active duty members within the Logistics Group for an upcoming exercise in Saudi Arabia. Because of the stringent skill requirements, Lt Col West also asked that Capt Briggs include specific information on all previous AFSCs and any military training schools/courses the individuals have taken in their career. Since a decision on who to send is not needed for at least four months, there is no rush. Capt Briggs has never actually worked with Lt Col West before.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Voice mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
3. E-mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
4. Telephone.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
5. Written documentation.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____

Please only
assign each
rank once.

1 = Least Effective
↑
↓
5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT

Scenario 6

Lt Col Martin from the base legal office is preparing to prosecute an airman in Capt Alexis' flight at a courts martial that begins today; however, Lt Col Martin does not have all the necessary information. The missing information is very detailed, but it is available both in electronic and hard copy. It is critical that finding the information be placed as a top priority for Capt Alexis since Lt Col Martin did not contact Capt Alexis until 1000 hrs and the courts martial starts at 1300 hrs. The base legal office is one mile from Capt Alexis' office.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

1. E-mail.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

2. Telephone.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

3. Face-to-face.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

4. Written documentation.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

5. Voice mail.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

6. Face-to-face.

7. E-mail.

8. Telephone.

9. Voice mail

10. Written documentation.

Please only assign each rank once.

1 = Least Effective

↑

↓

5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

11. Complexity.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

12. Urgency.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

13. Familiarity.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

14. Rank.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

15. Distance.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 7

Capt Maxwell is beginning to suspect that the flight's annual training reports which are due to the squadron training office are incomplete. To determine if this is true, Capt Maxwell wants to review all the flight training reports with the NCOs who are responsible for preparing them. Capt Maxwell decides to contact 15 supervisors who work in locations scattered across the base and ask them to bring the reports to the captain's office right away.

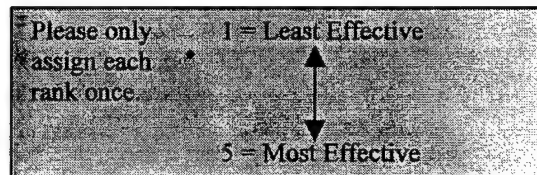
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 8

This morning, Capt Erickson was assigned to inventory and document all the personal belongings of a squadron member who was recently sent to prison. Capt Erickson has never performed such a duty before. The report is due to the Legal Office in two weeks. Capt Erickson has several questions for TSgt Richards, the point of contact at the Legal Office, concerning some items in the inventory that appear to have been stolen from another member of the squadron. The Legal Office is located one block from Capt Erickson's building.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

1. Written documentation.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
3. Face-to-face.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
4. Telephone.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____

Please only assign each rank once.

1 = Least Effective

↑ ↓

5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

11. Complexity.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT

Scenario 9

SrA Russell's birthday is tomorrow. Capt Baxter, who is Russell's boss, wants to notify everyone in the duty section of the time and date of the celebration without letting SrA Russell know. There are six enlisted personnel in Capt Baxter's immediate duty section.

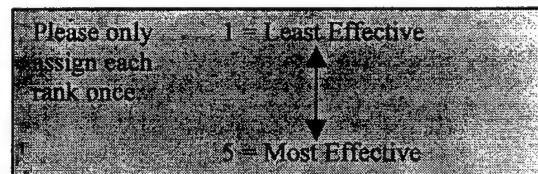
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Voice mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
3. Face-to-face.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
4. Telephone.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
5. Written documentation.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT

Scenario 10

A natural gas pipe has burst in the office building in which Capt Verona works and it is up to Capt Verona to immediately spread the word for everyone to evacuate the building. Capt Verona decides to notify all the NCOICs and have them contact everyone in their duty sections. To ensure that all members of the squadron who work in the building are accounted for, Capt Verona will need to ensure the NCOICs understand how to properly get everyone out of the building without causing the gas to explode.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Face-to-face.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
2. Telephone.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
3. E-mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
4. Written documentation.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____

Please only assign each rank once.

1 = Least Effective

5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT

Scenario 11

Capt Egan's family is coming to visit at Christmas and Capt Egan is making travel arrangements for them. It is the month of September. After calling the family and getting the flight they would like best, Capt Egan now needs to contact the travel agent on the other side of the base to give the agent the flight date and time. This will be the first time that Capt Egan has contacted the travel agent.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

1. Telephone.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
4. Face-to-face.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____

Please only
assign each
rank once.

1 = Least Effective
↑
↓
5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

11. Complexity.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT

Scenario 12

Capt Underhill is on the planning committee for the 50th Anniversary Air Force Birthday Banquet. It is 0800 hrs, three days before the event and Capt Underhill just found out that the Air Force band that was scheduled will not be able to play. The banquet project officer, Lt Col Max, has asked Capt Underhill to collect detailed information on other possible bands that might be able to play at the banquet and brief Lt Col Max by the close of business today. Capt Underhill has only worked with Lt Col Max twice during the course of the project and so is unfamiliar with how Lt Col Max would like the information presented.

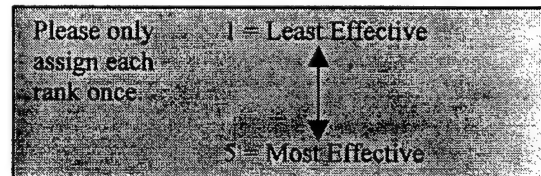
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 13

The Public Affairs Office has invited Capt Rodriguez to speak at a Chamber of Commerce luncheon for the second time this year. At this time, the Public Affairs Office only needs Capt Rodriguez to confirm willingness to attend the luncheon and provide the title of Capt Rodriguez's speech so they can give the Chamber of Commerce the information. The Public Affairs Office, which is across the street from Capt Rodriguez's office building, has asked for a reply back within two weeks. There is no need to send the speech to the Public Affairs Office point of contact, SrA Ricks, at this time.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Voice mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
4. Face-to-face.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
5. Written documentation.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____

Please only assign each rank once.

1 = Least Effective

5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT

Scenario 14

Two days ago, the Wing Commander asked Capt Francis to try to determine why there has been an increase in DUI (Driving Under the Influence) offenses. At 1000 hrs this morning, the Wing Commander asks for an update on the project by the end of the day. Capt Francis realizes this will be a very complex task since three DUIs occurred during the week and there has not been time to complete the report; the captain will have to contact the three squadron's first sergeants who are in different locations on base, the closest no less than two miles from Capt Francis' office. The first sergeants are unfamiliar with this project.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Face-to-face.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
2. Telephone.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
4. E-mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____

Please only
assign each
rank once.

1 = Least Effective
↑
↓
5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT

Scenario 15

Today is the last day Capt Norton can volunteer to join the base quality improvement team and the squadron commander has finally approved the captain's application. Capt Norton's supervisor, quality team sponsor, and the base quality office must be informed if the captain decides to apply for the position. There is very little time left, since it is presently 1200 hrs and the base quality office closes at 1600 hrs. Everyone who must be informed works at least a half mile from Capt Norton's office. Capt Norton has worked with them for over two months in preparing for the selection process.

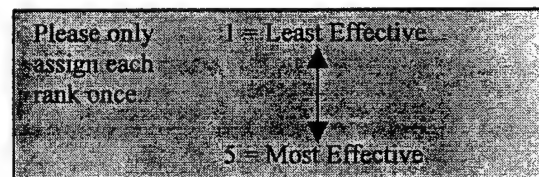
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. E-mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
2. Telephone.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
4. Face-to-face.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT

Scenario 16

A no-notice base exercise has just begun and Capt Yancy, whose job is to keep the squadron recall roster up to date, needs to notify TSgt Langston, the individual who will be collecting and documenting the information, that the exercise has begun. TSgt Langston works on the floor below Capt Yancy. The first report Capt Yancy will have to make to the squadron commander will be in just one-half hour. Capt Yancy and TSgt Langston have been meeting three times a week for the past three weeks in preparation for the exercise.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____

Please only assign each rank once.

1 = Least Effective
↑
↓
5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 17

Capt Titus has been given a week to decide whether or not to attend a training class in quality management. Before Capt Titus can answer, the captain must first have a detailed review of the duty section's status with the flight's five NCOICs to ensure there will be no problems while the captain is gone. All five of the NCOICs work in the same building as Capt Titus, but four of the NCOICs have only been in the captain's flight for a month.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____

Please only
assign each
rank once.

1 = Least Effective
↑
↓
5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 18

A tornado just touched down near base and the Wing Commander instructed all commanders to report any injuries or damage caused by the tornado. Capt Harvey must immediately contact all squadron offices and give them specific instructions on how to report injuries or damage in their sections. There are 34 offices in eight different buildings located throughout the base. (You may assume that phone lines and other types of communication are still in working order.) Since a tornado has never struck the area before, this is the first time the base has dealt with a real-world crisis such as this.

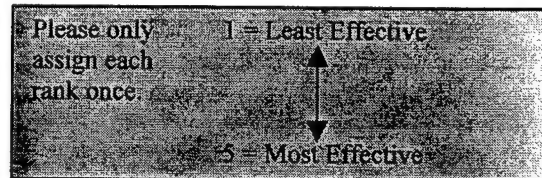
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

1. Face-to-face.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
2. Telephone.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
5. E-mail.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

11. Complexity.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT

Scenario 19

Maj Wimberly needs information on all the TDY's that members of Capt Sanders' flight have gone on in the past year to estimate next year's TDY budget. Maj Wimberly needs the TDY location, total cost of the TDY, dates, reasons for the TDY, and the name of the person who went on the TDY. Maj Wimberly stated the information is needed in three weeks. Capt Sanders and Maj Wimberly have worked on several similar activities together over the past year-and-a-half. Maj Wimberly's office is located on the floor below Capt Sanders' office.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____

Please only assign each rank once

1 - Least Effective

↑

↓

5 - Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 20

As coach of the squadron softball team, Capt Dexter wants to notify members of the team where and when they will be playing in the regional play-offs in two weeks. Team members need to be given the time, date, location address, and a detailed explanation of how to get to the field at which the games will be played. The team has never played at this location before. Team members are located throughout the base, in several different buildings.

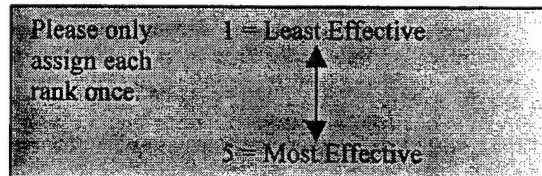
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

1. Telephone.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
5. Face-to-face.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- | | |
|----------------------------|-------|
| 6. Face-to-face. | _____ |
| 7. E-mail. | _____ |
| 8. Telephone. | _____ |
| 9. Voice mail | _____ |
| 10. Written documentation. | _____ |



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

11. Complexity.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT

Scenario 21

The commander asked Capt Taylor to invite the other six officers in the squadron to Thanksgiving dinner at his house. They are all majors and lieutenant colonels, and work in the same building as Capt Taylor. Capt Taylor is only required to tell the officers the time, date, and location of the dinner which is an annual event. Thanksgiving is two weeks away.

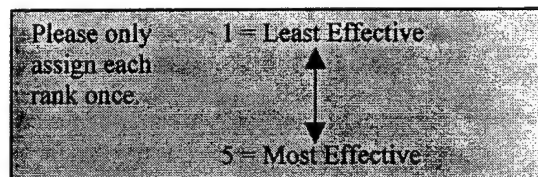
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

	1	2	3	4	5	
1. Voice mail.	EXTREMELY INEFFECTIVE	-----				EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE	-----				EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE	-----				EXTREMELY EFFECTIVE
4. E-mail.	EXTREMELY INEFFECTIVE	-----				EXTREMELY EFFECTIVE
5. Written documentation.	EXTREMELY INEFFECTIVE	-----				EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

	1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----				EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----				EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----				EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----				EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----				EXTREMELY IMPORTANT

Scenario 22

SrA Hicks in Capt Williams' flight has just been chosen for a real world deployment. SrA Hicks must be contacted immediately, and is scheduled to depart in 12 hours. There is an elaborate checklist with specific instructions on base agencies that must be contacted prior to leaving and 73 separate pieces of equipment that the airman will be responsible for taking. Capt Williams must ensure that SrA Hicks receives and understands the checklist instructions and responsibilities. SrA Hicks works in an office five blocks from Capt Williams' building and has already participated in a similar event.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____

Please only assign each rank once.

1 = Least Effective
↑
↓
5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 23

After checking out a rumor that an Enlisted Performance Report was prepared improperly, Capt Simons needs to tell the squadron commander that the rumor was false. Capt Simons has ample time to organize the information. The squadron commander's office is on the floor below Capt Simons' office.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. E-mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
2. Face-to-face .	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
4. Telephone.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____

Please only
assign each
rank once

1 = Least Effective

5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT

Scenario 24

Capt O'Hara has received word from the Military Personnel Flight (MPF) that another captain will be arriving on base in less than a week to replace Capt O'Hara as flight commander. The present assignment is very important to Capt O'Hara's career progression and Capt O'Hara wants to keep the job. Capt O'Hara will need to immediately contact the squadron commander and several friends who are field grade officers about this problem. Capt O'Hara has talked with these individuals on several previous occasions about career progression.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

1. Telephone.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

2. Face-to-face.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

3. Written documentation.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

4. E-mail.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

5. Voice mail.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

6. Face-to-face.

7. E-mail.

8. Telephone.

9. Voice mail

10. Written documentation.

Please only assign each rank once.

1 = Least Effective

↑
↓

5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

11. Complexity.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

12. Urgency.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

13. Familiarity.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

14. Rank.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

15. Distance.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 25

Capt Nickels is working the 1200 hrs to 0800 hrs shift at the command post. It is now 0400 hrs and Capt Nickels wants to go on lunch break. According to procedures, Capt Nickels must notify another squadron member before leaving the command post in case an emergency arises and the captain must be located. Capt Nickels decides to notify Lt Col Ray, although they have never worked together. The shift has been quiet. The only information to be conveyed is that Capt Nickels is taking lunch and the location.

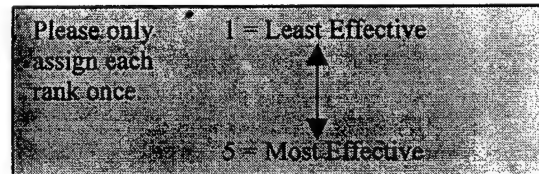
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 26

With only four days before seven members in Capt Millin's flight will be leaving for a two month TDY overseas, the captain learns that there may be a problem with their shot records and training reports. No one has verified that all the information is up to date. Capt Millin knows that verifying these records will be difficult, but out of date records could prevent the individuals from going TDY. Capt Millin decides to contact the individuals' supervisors and ask them to help in the verification process. All the supervisors work in the same building as Capt Millin and they have all been working closely with the captain for weeks in preparation for the TDY.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

1. Face-to-face.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
5. Telephone.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____

Please only assign each rank once.

1 = Least Effective
↑
↓
5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

11. Complexity.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT

Scenario 27

Capt Morgan and several other captains will be attending a conference on the West Coast in two weeks. Capt Morgan thinks that it would be best if they rented a van at the conference and carpool, and wants to contact each individual and ask them if this would be satisfactory. The officers work in different buildings on base, but have gotten together several times to discuss plans for the conference.

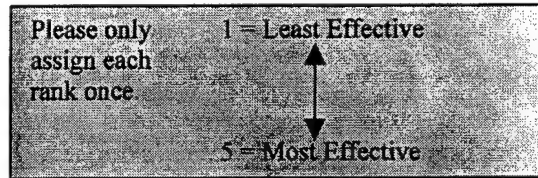
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 28

Capt Donaldson has been told to notify all squadron members that the base's procedures for sending individuals on deployments have been revised. The notification will include a detailed explanation of the changes. The squadron has 254 members located in 16 different buildings on base. Although the next deployment is not for six months, if the new procedures are not properly implemented, the deployment could be negatively impacted.

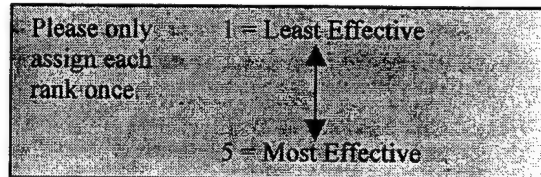
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

1. Telephone.	1 2 3 4 5	<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 0;"> EXTREMELY INEFFECTIVE EXTREMELY EFFECTIVE </div>
2. Face-to-face.	1 2 3 4 5	<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 0;"> EXTREMELY INEFFECTIVE EXTREMELY EFFECTIVE </div>
3. Written documentation.	1 2 3 4 5	<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 0;"> EXTREMELY INEFFECTIVE EXTREMELY EFFECTIVE </div>
4. Voice mail.	1 2 3 4 5	<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 0;"> EXTREMELY INEFFECTIVE EXTREMELY EFFECTIVE </div>
5. E-mail.	1 2 3 4 5	<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 0;"> EXTREMELY INEFFECTIVE EXTREMELY EFFECTIVE </div>

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

11. Complexity.	1 2 3 4 5	<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 0;"> NOT IMPORTANT AT ALL EXTREMELY IMPORTANT </div>
12. Urgency.	1 2 3 4 5	<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 0;"> NOT IMPORTANT AT ALL EXTREMELY IMPORTANT </div>
13. Familiarity.	1 2 3 4 5	<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 0;"> NOT IMPORTANT AT ALL EXTREMELY IMPORTANT </div>
14. Rank.	1 2 3 4 5	<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 0;"> NOT IMPORTANT AT ALL EXTREMELY IMPORTANT </div>
15. Distance.	1 2 3 4 5	<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 0;"> NOT IMPORTANT AT ALL EXTREMELY IMPORTANT </div>

Scenario 29

One of the airmen in Capt Carpenter's flight has accused another airman of sexual harassment. The situation was not described clearly, and Capt Carpenter needs more details about what really happened. Capt Carpenter wants to relay the detailed requirements of the investigation to the airmen's supervisors, who are NCOs and work at opposite ends of the base. Capt Carpenter knows that the issue must be investigated in an expedient manner and that the rights of all the parties must be safeguarded. Both NCO's have investigated such cases before.

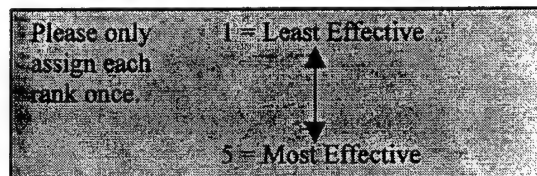
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 30

Capt Warren's military vehicle, which is used for general flight business, stalls out on a regular basis. Since no one in the flight has been able to figure out the problem, Capt Warren decides to contact a friend, Maj Sills, who is a flight commander at the Transportation Squadron and who knows a great deal about engines. Maj Sills' office is approximately two miles from Capt Warren's office.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

1. Voice mail.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

2. Face-to-face.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

3. Telephone.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

4. Written documentation.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

5. E-mail.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

6. Face-to-face.

7. E-mail.

8. Telephone.

9. Voice mail

10. Written documentation.

Please only
assign each
rank once.

1 = Least Effective

5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

11. Complexity.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

12. Urgency.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

13. Familiarity.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

14. Rank.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

15. Distance.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 31

A helicopter crashes on the flightline as it is coming in for a landing. The wing safety office asks that Capt Chan compile detailed information on the three enlisted crewmen. Because there may be casualties and family members must be notified, time is of the essence. Since the information is not immediately available, Capt Chan will have to contact the crewmen's supervisors to verify the information. Capt Chan, whose office is on the other side of the base from the supervisors', has never worked with them on a real-world crisis such as this one.

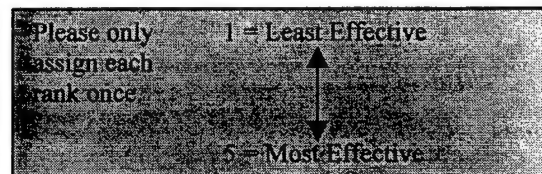
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. E-mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
5. Written documentation.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- | | |
|----------------------------|-------|
| 6. Face-to-face. | _____ |
| 7. E-mail. | _____ |
| 8. Telephone. | _____ |
| 9. Voice mail | _____ |
| 10. Written documentation. | _____ |



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT

Scenario 32

Capt Karver is scheduled to talk about Air Force career opportunities to a Reserve Officer Training Class (ROTC) class that will be visiting the base next month. Capt Karver knows there is plenty of time to compose the speech, however, to ensure the speech is appropriate for the students, the captain wants to try it out on several field grade officers who have acted as mentors to the captain on similar issues. All of them work in offices at least four blocks from Capt Karver's office building.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

1. Telephone.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

2. Face-to-face.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

3. E-mail.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

4. Voice mail.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

5. Written documentation.

	1	2	3	4	5	
EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

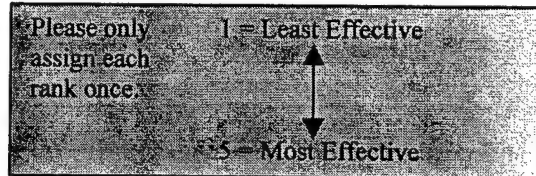
6. Face-to-face.

7. E-mail.

8. Telephone.

9. Voice mail

10. Written documentation.



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

11. Complexity.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

12. Urgency.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

13. Familiarity.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

14. Rank.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

15. Distance.

	1	2	3	4	5	
NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 33

During a base exercise, Capt Henry is told that the squadron's commander was simulated to have been taken prisoner. Capt Henry knows that the second highest ranking officer in the squadron, Lt Col Kent, must be informed of the situation immediately so that he/she can take command of the squadron. Lt Col Kent, who has not yet been told of the commander's capture, is located in the building next to the one in which Capt Henry is presently working.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____

Please only assign each rank once.

1 = Least Effective
↑
↓
5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 34

Capt Winchester is contacted by the Security Police, who explain that a member of Capt Winchester's flight is suspected of taking part in a crime. Capt Winchester decides to find out more about the airman's activities by immediately contacting the airman's supervisor, as well as the NCOIC of the duty section, and two of the airman's friends. All four of the individuals work in the same duty location as Capt Winchester. The airman could face arrest and trial proceedings.

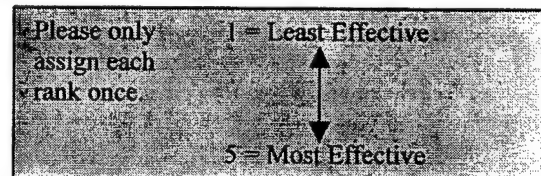
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

- | | | | | | | | |
|---------------------------|--------------------------|---|---|---|---|---|------------------------|
| 1. Voice mail. | EXTREMELY
INEFFECTIVE | 1 | 2 | 3 | 4 | 5 | EXTREMELY
EFFECTIVE |
| 2. Face-to-face. | EXTREMELY
INEFFECTIVE | 1 | 2 | 3 | 4 | 5 | EXTREMELY
EFFECTIVE |
| 3. E-mail. | EXTREMELY
INEFFECTIVE | 1 | 2 | 3 | 4 | 5 | EXTREMELY
EFFECTIVE |
| 4. Written documentation. | EXTREMELY
INEFFECTIVE | 1 | 2 | 3 | 4 | 5 | EXTREMELY
EFFECTIVE |
| 5. Telephone. | EXTREMELY
INEFFECTIVE | 1 | 2 | 3 | 4 | 5 | EXTREMELY
EFFECTIVE |

Now please rank order the ways of communicating in their effectiveness for the scenario:

- | | |
|----------------------------|-------|
| 6. Face-to-face. | _____ |
| 7. E-mail. | _____ |
| 8. Telephone. | _____ |
| 9. Voice mail | _____ |
| 10. Written documentation. | _____ |



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

- | | | | | | | | |
|------------------|-------------------------|---|---|---|---|---|------------------------|
| 11. Complexity. | NOT IMPORTANT
AT ALL | 1 | 2 | 3 | 4 | 5 | EXTREMELY
IMPORTANT |
| 12. Urgency. | NOT IMPORTANT
AT ALL | 1 | 2 | 3 | 4 | 5 | EXTREMELY
IMPORTANT |
| 13. Familiarity. | NOT IMPORTANT
AT ALL | 1 | 2 | 3 | 4 | 5 | EXTREMELY
IMPORTANT |
| 14. Rank. | NOT IMPORTANT
AT ALL | 1 | 2 | 3 | 4 | 5 | EXTREMELY
IMPORTANT |
| 15. Distance. | NOT IMPORTANT
AT ALL | 1 | 2 | 3 | 4 | 5 | EXTREMELY
IMPORTANT |

Scenario 35

As part of the preparations for the Wing's upcoming Operational Readiness Inspection (ORI), Capt Von was directed to develop new procedures for contacting all group commanders every two weeks to update them on the progress of each squadron's preparations for the ORI. Capt Von realizes the process will be very involved because of the complexity of the information required, however, with over six months before the exercise begins, there will be plenty of time to solve any problems that are identified. Capt Von is not sure exactly what information is needed for the updates and needs to contact the group commanders for help in designing the reports.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____

Please only
assign each
rank once.

1 = Least Effective
↑
↓
5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 36

An officer in Capt Jeffery's flight has just been seriously injured in a car accident. Capt Jeffery must immediately inform the officer's wife, who works on base at one of the Services Squadron's facilities, which is four buildings down from Capt Jeffery's office building. Because the doctors gave Capt Jeffery very little information when they called, Capt Jeffery can tell her only the basic facts - there has been an accident and her husband is listed in critical condition at the base hospital.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

	1	2	3	4	5		
1. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- | | |
|----------------------------|-------|
| 6. Face-to-face. | _____ |
| 7. E-mail. | _____ |
| 8. Telephone. | _____ |
| 9. Voice mail | _____ |
| 10. Written documentation. | _____ |

Please only
assign each
rank once.

1 = Least Effective
↑
↓
5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

	1	2	3	4	5		
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 37

Capt Oliver slipped on an icy sidewalk and is being treated for a broken arm at the base hospital. Capt Oliver was supposed to administer the oath at a promotion ceremony in about an hour, but now another officer will need to be found to administer the oath. There is very little time, but Capt Oliver knows of three field grade officers who have been the presiding officer at many promotion ceremonies and would be appropriate choices to administer the oath. Capt Oliver will simply need to contact these officers and ask if one of them would fill in.

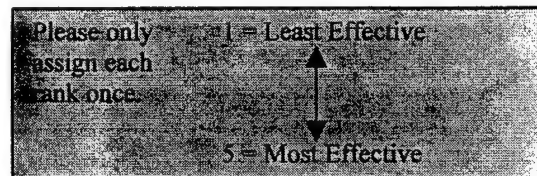
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Face-to-face.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
2. Telephone.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
5. E-mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT

Scenario 38

Capt Ryan was asked to find a volunteer to head up the annual Air Force Aid fund drive. The fund drive kick-off will not be for three months. Only a simple notification needs to be sent out to ask squadron members if they are interested in applying for the position. This will be the first time that squadron members have heard about the fund drive.

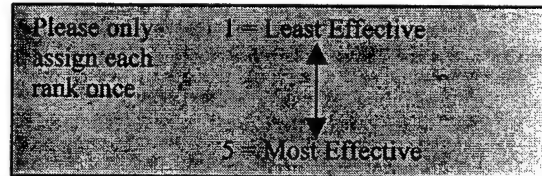
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

	1	2	3	4	5	
1. E-mail.	EXTREMELY INEFFECTIVE					EXTREMELY EFFECTIVE
2. Telephone.	EXTREMELY INEFFECTIVE					EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE					EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE					EXTREMELY EFFECTIVE
5. Face-to-face.	EXTREMELY INEFFECTIVE					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

	1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL					EXTREMELY IMPORTANT

Scenario 39

Having completed Voting Officer duties, Capt Murphy now must submit information to the wing's POC on the percentage of squadron members that used the Voting Officer to assist them in registering to vote. There are only two days until the report is due to Lt Col Maxwell who is in charge of the project for the wing. Capt Murphy does not know how the information is supposed to be submitted. Lt Col Maxwell's office is on the other side of base and Capt Andrews has several specific questions regarding the submission process that need to be answered before the information can be sent to Lt Col Maxwell.

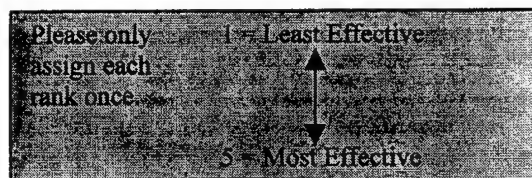
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 40

In preparation for an upcoming exercise, the squadron commander has asked Capt Jackson to inform 360 squadron members that they will have to check in to their duty sections every morning while the exercise is taking place. Supervisors had problems accounting for their personnel during the last exercise and the squadron commander wants this information disseminated to all squadron members as soon as possible. Since this procedure is new, Capt Jackson suspects it may cause other problems which will have to be worked out on a case-by-case basis before the exercise begins.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

1. Voice mail.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
4. E-mail.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
5. Written documentation.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- | | |
|----------------------------|-------|
| 6. Face-to-face. | _____ |
| 7. E-mail. | _____ |
| 8. Telephone. | _____ |
| 9. Voice mail | _____ |
| 10. Written documentation. | _____ |

Please only assign each rank once.

1 = Least Effective

↑

↓

5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

11. Complexity.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT

Scenario 41

Capt Samuels has just found out that an airman in the captain's flight, SrA Minor, was not told to be at the units' practice interview board for airman of the quarter. Capt Samuels realizes that it is imperative SrA Minor participate in the unit practice board since the airman is scheduled to compete at the wing level. Capt Samuels finds out that SrA Minor is working at an office on the other side of the base. Capt Samuels needs to get a simple message to SrA Minor stating the building and room number the airman will need to report to.

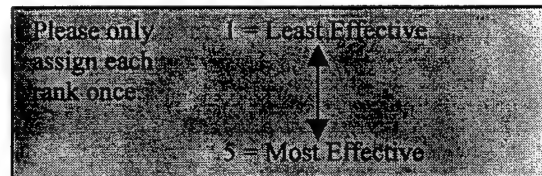
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Face-to-face.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
4. Telephone.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT

Scenario 42

While preparing leave paperwork, Capt Gardner notices there is a discrepancy in the number of available days of leave on the most recent LES. Capt Gardner knows that the assistance of both SrA Witt from the orderly room and SrA Kennedy from the finance office are needed to help fix the problem. These individuals assisted the captain the last time there was a similar problem.

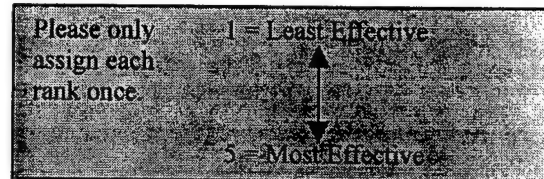
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. Face-to-face .	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 43

Capt Andrews is appointed as the new Voting Officer for the squadron. Capt Andrews is expected to notify everyone in the squadron about how to contact the Voting Officer to register to vote. Capt Andrews realizes squadron members are probably not familiar with a recent change in procedures. Capt Andrews's squadron has a population of 360 active-duty military who must be contacted within 120 days.

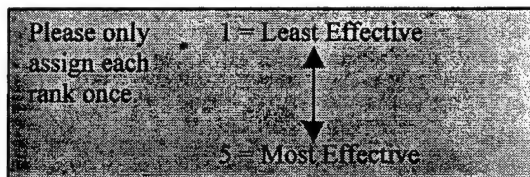
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Telephone.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
4. E-mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT

Scenario 44

The squadron commander is TDY for two weeks and the acting squadron commander, Maj Wright, left a message asking if Capt Winthrop knows where the commander's schedule for the following week is kept. It's Wednesday and Maj Wright will need the schedule by Friday afternoon. Capt Winthrop just found the schedule and wants to inform Maj Wright, who is six blocks away.

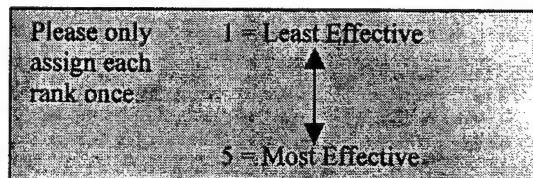
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Written documentation.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
4. E-mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
5. Voice mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT

Scenario 45

The Operations Group Commander, Col Henry, is concerned about the high no-show rate for enlisted promotion testing. At 1000 hrs, Col Henry asks Capt Franz to forward the number of no-shows for the Operations Group right away so the colonel will have the exact figure at today's wing staff meeting at 1300 hrs. Col Henry and Capt Franz worked together on the same problem when they were stationed together at a previous assignment. Col Henry's office is five blocks from Capt Franz's.

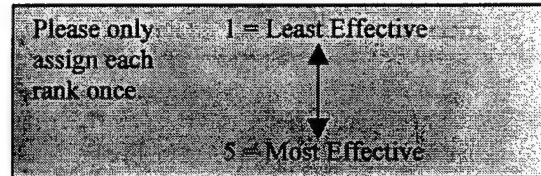
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 46

Capt Barns has just been notified by the squadron commander that one of Capt Barns' sections received a marginal rating on safety during a recent Staff Assistance Visit. Capt Barns has three days to find out why the section did so poorly and report back to the commander. Capt Barns is not sure there is enough time, but decides to start by asking the NCO who supervises that duty section to explain what happened. The NCO works in an office down the hall from Capt Barns.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

1. E-mail.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE
5. Telephone.	EXTREMELY INEFFECTIVE	1	2	3	4	5	EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____

Please only assign each rank once.

1 = Least Effective
↑
↓
5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

11. Complexity.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	1	2	3	4	5	EXTREMELY IMPORTANT

Scenario 47

Capt Sheffield has been instructed to tell Maj Turner to report to the Wing Commander's office immediately. Because the major has been working on a very important project for the Wing Commander, Capt Sheffield has had to give these same instructions to Maj Turner several times over the past two months. Maj Turner is presently in a building two blocks from Capt Sheffield's office.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Telephone.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
3. Written documentation.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
5. E-mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- | | |
|----------------------------|-------|
| 6. Face-to-face. | _____ |
| 7. E-mail. | _____ |
| 8. Telephone. | _____ |
| 9. Voice mail | _____ |
| 10. Written documentation. | _____ |

Please only
assign each
rank once.

1 = Least Effective

5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT

Scenario 48

Capt Zack was in charge of conducting a survey of the squadron enlisted members to determine whether the new dining facility has improved their quality of life. The survey is now complete and the group commander, Col Baxter, wants to hear the results right away. Although Capt Zack has met four times over the past two months with Col Baxter on survey issues, Col Baxter has some specific questions concerning the project that need to be answered now. Col Baxter's office is located three floors above Capt Zack's office, but it is hard to get on Col Baxter's schedule.

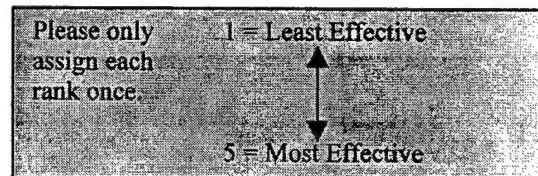
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

1. Written documentation.	<div style="display: flex; justify-content: space-between; width: 100%;"> 12345 </div> <div style="display: flex; justify-content: space-between; width: 100%;"> EXTREMELY INEFFECTIVEEXTREMELY EFFECTIVE </div>
2. Face-to-face.	<div style="display: flex; justify-content: space-between; width: 100%;"> 12345 </div> <div style="display: flex; justify-content: space-between; width: 100%;"> EXTREMELY INEFFECTIVEEXTREMELY EFFECTIVE </div>
3. Telephone.	<div style="display: flex; justify-content: space-between; width: 100%;"> 12345 </div> <div style="display: flex; justify-content: space-between; width: 100%;"> EXTREMELY INEFFECTIVEEXTREMELY EFFECTIVE </div>
4. Voice mail.	<div style="display: flex; justify-content: space-between; width: 100%;"> 12345 </div> <div style="display: flex; justify-content: space-between; width: 100%;"> EXTREMELY INEFFECTIVEEXTREMELY EFFECTIVE </div>
5. E-mail.	<div style="display: flex; justify-content: space-between; width: 100%;"> 12345 </div> <div style="display: flex; justify-content: space-between; width: 100%;"> EXTREMELY INEFFECTIVEEXTREMELY EFFECTIVE </div>

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

11. Complexity.	<div style="display: flex; justify-content: space-between; width: 100%;"> 12345 </div> <div style="display: flex; justify-content: space-between; width: 100%;"> NOT IMPORTANT AT ALLEXTREMELY IMPORTANT </div>
12. Urgency.	<div style="display: flex; justify-content: space-between; width: 100%;"> 12345 </div> <div style="display: flex; justify-content: space-between; width: 100%;"> NOT IMPORTANT AT ALLEXTREMELY IMPORTANT </div>
13. Familiarity.	<div style="display: flex; justify-content: space-between; width: 100%;"> 12345 </div> <div style="display: flex; justify-content: space-between; width: 100%;"> NOT IMPORTANT AT ALLEXTREMELY IMPORTANT </div>
14. Rank.	<div style="display: flex; justify-content: space-between; width: 100%;"> 12345 </div> <div style="display: flex; justify-content: space-between; width: 100%;"> NOT IMPORTANT AT ALLEXTREMELY IMPORTANT </div>
15. Distance.	<div style="display: flex; justify-content: space-between; width: 100%;"> 12345 </div> <div style="display: flex; justify-content: space-between; width: 100%;"> NOT IMPORTANT AT ALLEXTREMELY IMPORTANT </div>

Scenario 49

During a base exercise, Capt Jones learns that a vehicle carrying mission-essential squadron equipment was involved in a real-world traffic accident. Capt Jones must immediately provide detailed information on the condition of the equipment to the other five officers in the squadron. The squadron commander is in the command post, which is located on the other side of the base. The other four officers, who are all majors, are scattered across the base. The officers in the squadron work closely together during exercises and Capt Jackson is sure they know what to do when problems like this occur during an exercise.

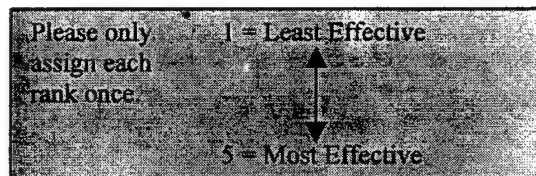
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Voice mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
4. Written documentation.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE
5. E-mail.	EXTREMELY INEFFECTIVE						EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL						EXTREMELY IMPORTANT

Scenario 50

As the acting squadron section commander, Capt Winters needs to notify an airman who has been selected for random urinalysis testing. The airman must sign a RIP in Capt Winters' office and then go to the Base Hospital for a urinalysis test. The airman has only two hours to report to the hospital laboratory and works several blocks from Capt Winters' building.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

	1	2	3	4	5	
1. E-mail.	EXTREMELY INEFFECTIVE	-----				EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE	-----				EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE	-----				EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE	-----				EXTREMELY EFFECTIVE
5. Written documentation.	EXTREMELY INEFFECTIVE	-----				EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____

Please only assign each rank once.

1 = Least Effective
↑
↓
5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

	1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----				EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----				EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----				EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----				EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----				EXTREMELY IMPORTANT

Scenario 51

In 30 days, the hospital needs a listing of squadron members who require immunizations before they can travel overseas on a deployment. Before completing the report, Capt Kline wants to ask the 112 individuals who have received flu shots to review shot records to ensure their accuracy. These individuals, all of whom are enlisted, are located at 23 different duty sections scattered throughout the base.

The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

6. Face-to-face.	_____
7. E-mail.	_____
8. Telephone.	_____
9. Voice mail	_____
10. Written documentation.	_____

Please only assign each rank once.

1 = Least Effective

↑

↓

5 = Most Effective

How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 52

As Secretary of the Company Grade Officer's Council (CGOC), Capt Cambell is responsible for asking the 45 CGOC members to nominate candidates for positions in the CGOC. The elections are still six weeks away. The 45 members of the CGOC are located at 33 different office buildings throughout the base. Capt Cambell has been briefing election information to CGOC members at the past three CGOC meetings.

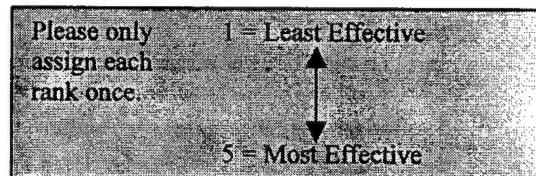
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- | | |
|----------------------------|-------|
| 6. Face-to-face. | _____ |
| 7. E-mail. | _____ |
| 8. Telephone. | _____ |
| 9. Voice mail | _____ |
| 10. Written documentation. | _____ |



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 53

A ground accident has taken place in which a pilot and crew chief were injured. Capt Reynolds is in charge of the personnel records section. There was a rumor that the pilot had a similar problem at another base. The wing safety officer, Lt Col Edger, asked Capt Reynolds to investigate it. Capt Reynolds did not find any evidence the rumor was true and needs to tell Lt Col Edger. Lt Col Edger's office is located in the building next to Capt Reynolds' building. This is the first time the two officers have worked together on such a project.

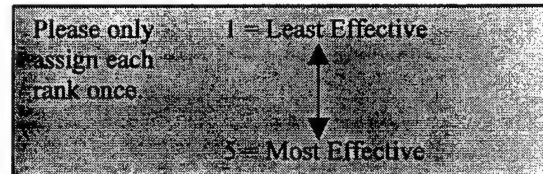
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

Scenario 54

TSgt Randel was injured during a sporting event and is recovering in the hospital. Because TSgt Randel had only arrived in the squadron two weeks prior to the accident, Capt Winston did not have the opportunity to get to know the NCO very well. Today the squadron commander has asked Capt Winston to check on TSgt Randel and see if the sergeant needs anything. The commander says that there is no hurry and that this is primarily to cheer up TSgt Randel during recovery.

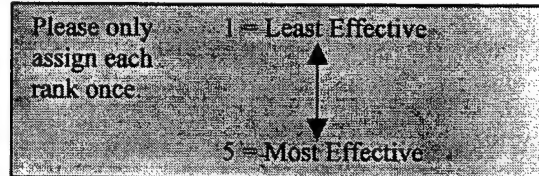
The captain needs to choose from the following media: face-to-face, telephone, e-mail, voice mail, written document. Please use what you know about the five different media choices to answer the following questions. You are not being asked what media the captain should choose, but rather how effective each choice would be.

How effective would each of the following ways of communicating be in the situation described above (please circle the number that represents the best response):

		1	2	3	4	5	
1. Face-to-face.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
2. E-mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
3. Telephone.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
4. Voice mail.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE
5. Written documentation.	EXTREMELY INEFFECTIVE	-----					EXTREMELY EFFECTIVE

Now please rank order the ways of communicating in their effectiveness for the scenario:

- 6. Face-to-face. _____
- 7. E-mail. _____
- 8. Telephone. _____
- 9. Voice mail. _____
- 10. Written documentation. _____



How important was each of the factors below in your decision about which media was most effective (please circle the number that represents the best response):

		1	2	3	4	5	
11. Complexity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
12. Urgency.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
13. Familiarity.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
14. Rank.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT
15. Distance.	NOT IMPORTANT AT ALL	-----					EXTREMELY IMPORTANT

END OF SURVEY

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Appendix E: Mean Readings of Multiple Regression Beta Weights

	Face-To-Face			E-Mail			Telephone			Voice Mail			Written Doc		
	Beta	Sig	Rsqr	Beta	Sig	Rsqr	Beta	Sig	Rsqr	Beta	Sig	Rsqr	Beta	Sig	Rsqr
CONST	0.046	0.000	0.164	0.003	0.650	0.705	0.007	0.400	0.703	0.026	0.000	0.460	-0.014	0.068	0.769
URG	0.135	0.009		-0.208	0.000		0.047	0.332		-0.041	0.540		-0.180	0.000	
COMP	0.069	0.172		-0.041	0.132		0.214	0.000		0.141	0.000		0.018	0.520	
FAM	0.012	0.734		0.143	0.000		-0.118	0.000		0.085	0.014		0.214	0.000	
CONST	0.077	0.000	0.409	0.019	0.251	0.596	0.064	0.000	0.355	0.061	0.000	0.550	0.017	0.318	0.526
RECIP	0.074	0.083		0.047	0.238		0.025	0.538		0.111	0.005		0.044	0.376	
INFIMP	0.066	0.021		-0.002	0.924		-0.058	0.103		0.084	0.062		-0.075	0.024	
INCOMP	0.080	0.037		-0.005	0.756		-0.048	0.109		0.153	0.004		-0.142	0.004	
INACC	0.104	0.006		-0.025	0.104		-0.017	0.545		0.161	0.003		-0.170	0.001	
INEFF	0.103	0.007		-0.044	0.007		-0.023	0.429		0.131	0.012		-0.154	0.002	
CONST	0.053	0.000	0.185	0.008	0.313	0.715	0.008	0.369	0.704	0.028	0.000	0.482	-0.006	0.511	0.790
URG	0.146	0.006		-0.222	0.000		0.053	0.305		-0.037	0.576		-0.180	0.000	
COMP	0.009	0.912		-0.011	0.770		0.203	0.000		0.196	0.001		0.064	0.073	
FAM	0.010	0.794		0.147	0.000		-0.120	0.000		0.097	0.007		0.223	0.000	
RECIP	0.073	0.317		-0.039	0.217		0.013	0.709		-0.054	0.186		-0.061	0.047	
CONST	0.072	0.000	0.308	0.006	0.416	0.710	0.020	0.034	0.750	0.029	0.000	0.472	-0.007	0.467	0.779
URG	0.079	0.116		-0.196	0.000		-0.009	0.861		-0.055	0.428		-0.155	0.000	
COMP	0.102	0.036		-0.073	0.180		0.214	0.000		0.140	0.001		0.023	0.409	
FAM	0.050	0.167		0.138	0.000		-0.102	0.001		0.097	0.009		0.213	0.000	
INFIMP	0.050	0.006		-0.010	0.373		0.033	0.008		0.017	0.332		-0.014	0.182	
CONST	0.066	0.000	0.257	0.006	0.571	0.706	0.008	0.322	0.716	0.026	0.000	0.460	-0.007	0.421	0.794
URG	0.144	0.004		-0.206	0.000		0.054	0.264		-0.043	0.530		-0.167	0.000	
COMP	0.117	0.029		-0.043	0.125		0.223	0.000		0.144	0.001		0.009	0.726	
FAM	-0.010	0.790		0.142	0.000		-0.135	0.000		0.082	0.023		0.242	0.000	
INCOMP	0.017	0.029		-0.001	0.710		0.005	0.191		0.001	0.804		-0.008	0.031	
CONST	0.053	0.000	0.221	0.002	0.736	0.705	0.012	0.172	0.724	0.028	0.000	0.465	-0.006	0.587	0.778
URG	0.121	0.018		-0.212	0.000		0.052	0.272		-0.056	0.439		-0.174	0.000	
COMP	0.109	0.049		-0.041	0.138		0.228	0.000		0.142	0.001		0.032	0.282	
FAM	0.015	0.676		0.145	0.000		-0.127	0.000		0.088	0.013		0.204	0.000	
INACC	-0.015	0.091		0.000	0.775		-0.009	0.083		-0.003	0.541		0.005	0.213	
CONST	0.054	0.000	0.195	0.007	0.467	0.707	0.007	0.401	0.708	0.028	0.000	0.461	-0.015	0.060	0.777
URG	0.149	0.005		-0.211	0.000		0.049	0.318		-0.049	0.493		-0.177	0.000	
COMP	0.075	0.136		-0.043	0.121		0.215	0.000		0.138	0.001		0.005	0.868	
FAM	0.005	0.890		0.145	0.000		-0.124	0.000		0.090	0.017		0.233	0.000	
INEFF	-0.008	0.216		0.002	0.559		-0.002	0.436		0.002	0.713		0.003	0.221	
CONST	0.084	0.000	0.411	0.008	0.510	0.737	0.021	0.037	0.781	0.031	0.000	0.581	0.008	0.494	0.812
URG	0.301	0.030		-0.225	0.000		-0.018	0.740		-0.140	0.219		-0.153	0.008	
COMP	0.317	0.050		0.027	0.569		0.296	0.000		0.334	0.011		0.026	0.753	
FAM	-0.002	0.968		0.145	0.000		-0.130	0.000		0.128	0.004		0.235	0.000	
RECIP	-0.142	0.287		-0.075	0.083		-0.061	0.235		-0.161	0.116		-0.006	0.943	
INFIMP	-0.108	0.235		-0.023	0.109		0.033	0.122		0.049	0.473		-0.004	0.920	
INCOMP	-0.164	0.122		-0.007	0.482		0.011	0.482		0.050	0.491		0.008	0.865	
INACC	-0.191	0.087		-0.010	0.257		-0.004	0.828		0.028	0.708		0.018	0.721	
INEFF	-0.184	0.101		-0.009	0.329		0.001	0.938		0.035	0.648		0.015	0.774	

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Vita

Captain David L. Hillman was born on 24 September 1966 in Santa Fe, New Mexico. He graduated from the Santa Fe Preparatory School in Santa Fe, New Mexico in June 1985. He completed his undergraduate studies at Gonzaga University in Spokane, Washington where he graduated Cum Laude with a Bachelor of Arts degree, double majoring in History and Political Science, in May 1991. He was commissioned through the Officer Training School, Maxwell Air Force Base, Alabama, on 21 January 1994.

Captain Hillman's first assignment was to the 51st Operations Group, Osan Air Base, Republic of Korea, in March 1994, where he served as the Executive Officer to the 51st Operations Group Commander. In March of 1995, he was assigned to the 86th Communications Squadron, Ramstein Air Force Base, Germany, as the Squadron Section Commander. In March 1997, he entered the Graduate Information Management Program, School of Logistics and Acquisition Management, Air Force Institute of Technology. Upon graduation, he will be assigned to Air Force Special Operations Command, Hurlbert Field, Florida.

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REPORT DOCUMENTATION PAGE			Form Approved OMB No. 074-0188	
Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of the collection of information, including suggestions for reducing this burden to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302, and to the Office of Management and Budget, Paperwork Reduction Project (0704-0188), Washington, DC 20503				
1. AGENCY USE ONLY (Leave blank)		2. REPORT DATE September 1998		3. REPORT TYPE AND DATES COVERED Master's Thesis
4. TITLE AND SUBTITLE MEDIA SELECTION IN THE AIR FORCE ENVIRONMENT: HOW COMMUNICATIONS REQUIREMENTS INFLUENCE EFFECTIVENESS AS AN OUTCOME OF MEDIA CHOICE			5. FUNDING NUMBERS	
6. AUTHOR(S) DAVID L. HILLMAN, Capt, USAF				
7. PERFORMING ORGANIZATION NAMES(S) AND ADDRESS(S) Air Force Institute of Technology 2950 P Street WPAFB OH 45433-7765			8. PERFORMING ORGANIZATION REPORT NUMBER AFIT/GIR/LAS/98S-4	
9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES) N/A			10. SPONSORING / MONITORING AGENCY REPORT NUMBER	
11. SUPPLEMENTARY NOTES				
12a. DISTRIBUTION / AVAILABILITY STATEMENT Approved for public release; distribution unlimited			12b. DISTRIBUTION CODE	
13. ABSTRACT (<i>Maximum 200 Words</i>) Over the past two decades, great interest has been given to the research of media choice within organizations. However, there is still confusion over which factors influence media choice. This study examined the effectiveness of five media under different conditions in an effort to better understand which factors impact media choice. Through the examination of several theories on communication and media choice, a theoretical model was created to determine if effectiveness is an outcome of media choice. To test the proposed model, a 54 scenario policy capturing instrument was developed and distributed. Results from the study support the theory that effectiveness is an outcome of media choice. Further results indicated that effectiveness of a media choice depends on communications requirements. The original three-factor model consisting of Urgency, Complexity, and Familiarity provided a good fit for four of the five media, while revised models utilizing additional factors provided good fits for all five of the media. It is the researcher's belief that the revised models will be extremely useful in the continued study of the factors that influence an individual's choice of one media over another.				
14. Subject Terms Efficiency, Information Theory (Communication Theory), Information Processing, Media, Social Communication, Surveys			15. NUMBER OF PAGES 269	
			16. PRICE CODE	
17. SECURITY CLASSIFICATION OF REPORT UNCLASSIFIED	18. SECURITY CLASSIFICATION OF THIS PAGE UNCLASSIFIED	19. SECURITY CLASSIFICATION OF ABSTRACT UNCLASSIFIED	20. LIMITATION OF ABSTRACT UL	

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2. Do you believe this research topic is significant enough that it would have been researched (or contracted) by your organization or another agency if AFIT had not researched it? a. Yes b. No

3. **Please estimate** what this research would have cost in terms of manpower and dollars if it had been accomplished under contract or if it had been done in-house.

Man Years _____ \$ _____

4. Whether or not you were able to establish an equivalent value for this research (in Question 3), what is your estimate of its significance?

- a. Highly b. Significant c. Slightly d. Of No
Significant Significant Significance

5. Comments (Please feel free to use a separate sheet for more detailed answers and include it with this form):

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